



**Using Dialogue Journals to Develop Less Able EFL Students' Writing
Skills and Willingness to Write**

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**A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree
of Master of Arts in Teaching English as an International Language**

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Thesis Title Using Dialogue Journals to Develop Less Able EFL Students' Writing Skills and Willingness to Write

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I hereby certify that this work has not been accepted in substance for any degree, and is not being currently submitted in candidature for any degree.

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ชื่อวิทยานิพนธ์	การใช้บันทึกเขียนแบบสนทนาเพื่อพัฒนาทักษะการเขียนและความเต็มใจในการเขียนของผู้เรียนที่มีระดับความสามารถทางภาษาอังกฤษต่ำ
ผู้เขียน	นายมารีกี มะแดง
สาขาวิชา	การสอนภาษาอังกฤษเป็นภาษานานาชาติ
ปีการศึกษา	2561

บทคัดย่อ

งานวิจัยนี้ได้ศึกษาประสิทธิผลของการใช้บันทึกแบบสนทนา (Dialogue Journals) ที่มีต่อความสามารถในการเขียนในด้านความคล่องแคล่วและความถูกต้องของผู้เรียน และศึกษาทัศนคติของผู้เรียนต่อความสามารถในการเขียนภาษาอังกฤษ การใช้บันทึกแบบสนทนา และความเต็มใจในการเขียนภาษาอังกฤษ (Willingness to Write) กลุ่มตัวอย่างของงานวิจัยนี้คือนักเรียนชั้นมัธยมศึกษาปีที่ 4 ซึ่งมีผลการเรียนอ่อน จำนวน 29 คนในโรงเรียนเอกชนสอนศาสนาอิสลามแห่งหนึ่งในจังหวัดปัตตานี โดยผู้เรียนเขียนบันทึกแบบสนทนาสัปดาห์ละครั้งเป็นระยะเวลา 14 สัปดาห์ โดยมีการแลกเปลี่ยนบันทึกแบบสนทนาระหว่างเพื่อนร่วมชั้นเรียนที่มีระดับความสามารถทางภาษาอังกฤษใกล้เคียงกัน เครื่องมือ การวิจัยประกอบด้วย แบบทดสอบการเขียน บันทึกแบบสนทนาจำนวนคนละ 10 ชิ้น และแบบสอบถามทัศนคติ จำนวน 3 ชุด

ผลการวิจัยพบว่า ความสามารถทางการเขียนหลังจากการทดลองของกลุ่มตัวอย่างเพิ่มขึ้นอย่างมีนัยสำคัญทางสถิติที่ระดับ .01 ทั้งทางด้านความคล่องแคล่วและความถูกต้องทางการเขียน นอกจากนี้ยังพบว่ากลุ่มตัวอย่างมีทัศนคติเชิงบวกต่อการเขียนภาษาอังกฤษสูงขึ้นอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 มีทัศนคติที่ดีต่อการเขียนบันทึกแบบสนทนา และมีความเต็มใจในการเขียนสูงขึ้นหลังจากการใช้บันทึกแบบสนทนา งานวิจัยนี้นำเสนอข้อเสนอแนะต่อการสอนในการใช้บันทึกแบบสนทนาเพื่อให้การเรียนการสอนภาษาอังกฤษเป็นภาษาต่างประเทศอย่างมีประสิทธิภาพในบริบทการศึกษาของประเทศไทย

คำสำคัญ: ผู้เรียนที่มีความสามารถทางภาษาอังกฤษต่ำ, การเขียนบันทึกแบบสนทนา, การเขียนภาษาอังกฤษ, ความคล่องแคล่วทางการเขียน, ความถูกต้องทางการเขียน, ความเต็มใจในการเขียนภาษาอังกฤษ

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ABSTRACT

This study aimed to investigate the effectiveness of dialogue journal writing on writing performance in terms of writing fluency and accuracy, to examine the participants' attitudes towards English writing, the use of dialogue journals, and the participants' willingness to write after the use of dialogue journals. Twenty-nine Mattayom Suksa 4 (grade 10) students in an Islamic private school in Pattani participated in this study. Each participant was required to write a journal once a week throughout 14 weeks. The dialogue journal was then responded by a peer with a comparable level of English proficiency. A pre- and post- writing test, 10 journal entries by each participant and three sets of questionnaires were used as instruments for data collection. The results revealed that the participants' writing abilities in terms of writing fluency and accuracy significantly increased after the use of dialogue journal writing ($p < .01$). The result also showed that the participants had positive attitudes towards writing in English ($p < .05$) and the use of dialogue journal writing. Also, the participants were more willing to write after the implementation of dialogue journal writing. Pedagogical implications to boost the use of dialogue journals to have effective EFL writing pedagogy in the Thai context are proposed.

Keywords: Less able students, dialogue journal writing, English writing, writing fluency, writing accuracy, willingness to write

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CONTENTS

	Page
บทคัดย่อ	v
ABSTRACT	vi
ACKNOWLEDGMENTS	vii
CONTENTS	viii
LIST OF TABLES	x
LIST OF PAPERS	xi
LETTERS OF ACCEPTANCE	xii
1. INTRODUCTION	1
1.1 Rationale of the Study	1
1.2 Purposes of the Study	5
1.3 Research Questions	5
1.4 Definition of Terms	6
2. LITERATURE REVIEW	6
2.1 Dialogue Journals	6
2.2 Willingness to Communicate in EFL Context	8
2.3 Related Studies	9
3. RESEARCH METHODOLOGY	12
3.1. Participants	12
3.2. Instruments	13
3.2.1. A writing Test	13
3.2.2 Dialogue Journal Entry	13
3.2.3 Questionnaires	13
3.3. Data Collection Procedure	15
3.4. Data Analysis	15

CONTENTS (Continued)

	Page
4. FINDINGS	16
4.1 Information on the participants	16
4.2 Participants' Writing Performance	16
4.3 Participants' Attitudes towards English Writing and the Use of Dialogue Journals	18
4.3.1 Participants' Attitudes towards English Writing	18
4.3.2 Participants' Attitudes towards the Use of Dialogue Journal Writing	23
4.4 Willingness to Write	24
5. SUMMARY AND DISCUSSION	26
6. PEDAGOGICAL IMPLICATIONS	30
7. RECOMMENDATIONS FOR FURTHER STUDIES	31
REFERENCES	33
APPENDICES	37
Appendix A A Writing Test	38
Appendix B Scoring Rubric	40
Appendix C Pre- and Post-Questionnaires (English)	42
Appendix D Pre- and Post-Questionnaires (Thai)	49
Appendix E Topics for Dialogue Journal Writing	58
Appendix F Writing Paper of Dialogue Journals	60
Appendix G Sample of Journal Entries	62
PAPER 1 Low Proficiency Students' Attitudes toward English Writing, Dialogue Journal Writing and their Willingness to Write in English	66
VITAE	85

LIST OF TABLES

Table	Page
Table 1 <i>Comparison of Writing Performance Before and After Using Dialogue Journals</i>	17
Table 2 <i>Detailed Items of Participants 'Attitudes towards English Writing Before and After the Study</i>	19
Table 3 <i>Participants' Attitude towards Dialogue Journals</i>	23
Table 4 <i>Participants' Willingness to Write after the Use of Dialogue Journals</i>	25

LIST OF PAPERS

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เรื่อง ส่งหนังสือรับรองการตีพิมพ์บทความ

Dear Mareekee Madeng

สิ่งที่ส่งมาด้วย หนังสือรับรองการตีพิมพ์บทความ

กองบรรณาธิการวารสารวิทยบริการฯ สำนักวิทยบริการ มหาวิทยาลัยสงขลานครินทร์ วิทยาเขตปัตตานี
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1. INTRODUCTION

1.1 Rationale of the Study

Writing is one of the most important skills that must be mastered by first and second language learners (Dueraman, 2012; 2015). Writing provides opportunity for students to express their feelings, opinions, ideas, and thoughts on specific topics and exhibit their knowledge of different contents (Baker, Chard, Ketterlin-Geller, Apichatabutra, & Doabler, 2009). To convey the ideas and thoughts effectively, writers need to develop skills and knowledge in unifying ideas and information using complex structures, grammar, and punctuations (Baker et al., 2009). Writing is considered one of the most complex skills to acquire among the four major skills in English (Al_Sawalha & Chow, 2012). Therefore, writing is a challenge for those who have poor background in English language, especially ESL and EFL learners.

In Thai context, according to National Education Act B.E. 2542, Thai students study English for twelve years from primary education to secondary education. Yet, most Thai learners are unable to use the language effectively (Dueraman, 2012; Noom-ura, 2013). This is evident in the result of the O-NET test (Ordinary National Educational Test) which showed that learners' scores in English, one of the five subjects all Thai students have to take in order to complete their primary and secondary education, is the lowest compared to the scores of other core subjects in all educational levels (National Institute of Educational Testing Service [NIETS], 2016). From the total of 100, the average English scores of Thai primary school students in Grade 1-6 during 2014 – 2016 were, 40.31, 34.59, and 36.34, respectively. The average scores of lower secondary school students were 30.62, 31.80 and 30.45; among 420,000 upper secondary school students taking the test, the average scores were 24.98, 27.76 and 28.31, respectively (NIETS, 2016).

Thai students' poor performance on the O-Net scores test is particularly low among Islamic private school students in three southern border provinces of Thailand, a majority of whom are Muslims with Malay as their mother tongue. The average English scores of these students are the lowest when compared to the scores of students in the other parts of Thailand. From a total of 100, the average

English scores of Islamic private school students were from 30.28, 32.25, and 28.26 during 2014 – 2016 academic years, the lowest score compared to other core subjects (NIETS, 2016).

According to Dhanasobhon (2006, cited in Noom-ura, 2013), the main factors contributing to the high level of failure in teaching and learning English language in Thailand are unqualified and poorly trained teachers, poorly motivated students, mixed-ability learners in a large class, and lack of exposure to English. Noom-ura's study (2013) on the problems of teaching English language found that teaching writing was ranked the most serious problems by Thai teachers. The researcher suggested that new approaches to teaching writing should be explored in order to enhance EFL learners' writing skills.

Approaches to teaching English writing are one of the factors resulting in students' low performance. Writing pedagogy in Thailand is likely to be traditional and teacher-centered; students are directed by teachers to learn through memorization and recitation and teachers transmit knowledge to students who are passively receiving information (Chiramanee & Kulprasit, 2014; Dueraman, 2012; Noom-ura, 2013). This claim is in line with Shih (1999) asserting that in Asian academic settings writing is typically taught by traditional approaches, comprising of grammar translation, audiolingual, and teacher-centered approach. Teaching writing tends to focus on learning parts of speech, sentence fragments and linking simple into complex sentences, which are significantly less effective than process method (Baker et al., 2009). With such writing approaches, the students are not able to communicate their thoughts through written form of communication that they have learned (Chiramanee & Kulprasit, 2014).

Other causes of Thai students' failure to master English writing are the inadequacy of their language knowledge and the lack of confidence and opportunity to write (Dueraman, 2012). This may result in the students' unwillingness to participate in writing tasks, which will make the classroom remain only teacher-centered (Dueraman, 2012).

The students' failure and difficulty in writing in English can be addressed through implementing a writing technique, which can encourage students to explore topics, gather ideas from their own experiences, and use drafts and revision in

their writing (Reid, 1993, cited in Tanner & Clement, 1997). Such technique widely used in the past decade by ESL teachers is dialogue journal writing, which has been proved that it can enhance students' writing abilities (Chiramanee & Kulprasit, 2014; Liao & Wong, 2010; Rattanaintanin, 2017).

Dialogue journals is an on-going written conversation performed between a student and teacher who communicate regularly. Students write to the teacher and the teacher responds to students' comments and questions, or asks questions, and also introduces new topics. The teacher is also a participant in the written conversation with the student, and they are not concerns on grammatical correctness of the students' writing (Peyton, 1987).

Dialogue journals stimulate eloquent on-going conversations in a social environment while students have practice in writing. Students come into a non-threatening atmosphere and non-graded written conversation with a partner in dialogue writing condition. Students also control the amount of content of conversation in the writing (Hail, George, & Hail, 2013; Peyton, 1987).

Many studies have shown that dialogue journal writing helps develop positive attitudes towards writing among learners and increases students' confidence in writing and their willingness to take risk in writing (Chiramanee and Kulprasit, 2014; Liao & Wong, 2010; Rattanaintanin, 2017). Studies have also shown that this anxiety-free writing context boosts students' willingness to discover their thinking and manifest their ideas (Hail et al., 2013; Liao & Wong, 2010; Puengpipattrakul, 2014). In dialogue journal writing where the atmosphere is free, teacher and learner interaction is negotiable, the incorporation of forms, contents, contexts, needs and purposes is the most obvious feature of dialogue journal writing, which is a comprehensive approach (Mirhosseini, 2009).

Dialogue journal writing provides opportunities for learners to take responsibility of their own language learning and skill development in collaborative learning environment in a student-centered era of teaching and learning (Liao & Wong, 2010; Yoshihara, 2008). Liao and Wong (2010) examined effects of dialogue journal writing on forty-one tenth grader students in Taiwan. The findings showed positive effects of using dialogue journals, which helped improve the students' English writing proficiency in terms of content, organization, and vocabulary,

improve students' writing fluency, enhance students' overall reflective awareness, reduce their English writing anxiety and increase self-confidence in English writing, and raise intrinsic motivation on English writing. Additionally, students' attitudes towards dialogue journal writing positively increased.

As the nature of dialogue journals is ongoing written conversation between students and partners who could be peers or a teacher, the focus is on social interaction through collaboration between peer-peer and/or student-teacher in the conversation. Vygotsky (1978, p.90) emphasized that "learning is a necessary and universal aspect of the process of developing culturally organized, specifically human psychological function". He asserts that cognitive development derives from social interactions from guided learning within the Zone of Proximal Development (ZPD) as children and their partners' co-construct knowledge. According to Vygotsky, Zone of Proximal Development (ZPD) is "the distance between actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (1978, p.86). In other words, the difficult skills that students require to master on their own can be done by guidance and encouragement from a knowledgeable partner.

Dialogue journals are widely used in the classroom in different countries nowadays (Hail et al., 2013; Kim, 2011; Liao & Wong, 2010; Schwarzer, 2004). However, there are relatively few studies on dialogue journals in Thailand. Among these few studies are the ones conducted by Chiramanee and Kulprasit (2014), Rattanaintanin (2017), Pawapatcharaudom (2007), and Puengpipattrakul (2009; 2014). Moreover, most of studies on dialogue journals tend to focus on student and teacher interaction. Few studies such as Chiramanee and Kulprasit (2014) and Rattanaintanin (2017) have been conducted using peers as a partner in written conversation. Hail et al., (2013) suggest implementing a study of student-student dialogue journal program in the classroom since the results of their study showed that the student-student interaction made them want to write more; the use of dialogue journals also helped in terms of time constraints for a teacher to respond to students' writing.

Since Thai students are having English writing problem and there have been few studies on using dialogue journals to develop students' writing abilities and their attitudes towards dialogue journals in Thailand. There have been very few studies on the effects of dialogue journals on willingness to write since most of studies on willingness mainly focused on oral communication. This study was conducted to investigate the use of dialogue journals in helping Thai students, particularly the low proficiency ones, to write in English, and enhancing their willingness to write through the dialogue writing practice with their peer as a partner. The study also aimed to examine whether this method of teaching writing has the effects on their willingness to write.

1.2 Purposes of the Study

The specific objectives of this study were as follows:

1. To investigate the effectiveness of using dialogue journal writing to improve the low proficiency students' writing abilities.
2. To examine the students' attitudes towards writing in English and the use of dialogue journals.
3. To examine the students' willingness to write after the use of dialogue journals.

1.3 Research Questions

This study was undertaken to investigate the following questions:

1. Is there any significant development in the low proficiency students' English writing performance after the use of dialogue journal writing?
2. What are the students' attitudes towards English writing before and after the use of dialogue journals?
3. What are the students' attitudes towards the use of dialogue journals?
4. Does the use of dialogue journals help develop students' willingness to write?

1.4 Definition of Terms

In this study, operational terms, namely, dialogue journal, dialogue journal entries, willingness to write, writing fluency and writing accuracy, are defined as follows.

1. Dialogue journal: a written activity in which participants communicate with peer in writing by freely selecting a topic of their interest and write on a weekly basis throughout a semester.

2. Dialogue journal entries: a written work by the participants on the topic of their choice.

3. Willingness to write: learners' readiness to enter into written conversation with a partner.

4. Writing fluency: refers to amounts of words produced.

5. Writing accuracy: refers to the ability of learners to produce grammatically correct sentences in the writing.

2. LITERATURE REVIEW

2.1 Dialogue Journals

There are a number of definitions for dialogue journals proposed by different authors. According to Peyton (1987),

a dialogue journal is a written conversation in which a student and teacher communicate regularly (daily, weekly, etc., depending on the educational setting) over a semester, school year, or course. Students write as much as they choose and the teacher writes back regularly, responding to students' questions and comments, introducing new topics, or asking questions. The teacher is a participant in an on-going, written conversation with the student, rather than an evaluator who corrects or comments on the student's writing. (pp.6-7)

Peyton and Staton (1991) propose that

dialogue journals are essentially written conversations between a student and teacher, kept in a bound notebook or on a

computer disk or file. Both partners write back and forth, frequently, and over a period of time, about whatever interests them. Their goal is to communicate in writing, to exchange ideas and information free of the concern for form and correctness so often imposed on developing writers.

One of the critical issues in addressing dialogue journal is time consuming for teacher. Teacher needs a lot of time to invest in the dialogue journals to respond each student's the dialogue journals. Schwarzer (2004), thus, suggested that one of solutions for time constraints for implementing dialogue journals is using peers for interaction, rather than student – teacher interaction.

Khaimukd (1999) calls dialogue journal with peer response “peer journal” (p.16). She claims that peer dialogue journals are good in self-expression because when a student writes to a classmate, they do not have to concern about grammatical correctness. Writing in a classroom with peer involvement is recognized as collaboration. Communicating through dialogue journals with their peers and teacher would lead them naturally to interact in English.

Daniels and Daniels (2013) define dialogue journals as

written conversations between just two people, one-to-one, like pen pals. The pairs could be the teacher and a student or two students. Dialogues can be done “live,” as quick exchanges during class, or as “takeaways,” longer, more leisurely letters written and answered at the correspondents' convenience. (p.100)

Denne-Bolton (2013) asserts that dialogue journal writing is different from typical class writing activity because structure and spelling mistakes or errors are not usually measured and corrected, which could imply that time spent on dialogue journals is much shorter.

As discussed above, dialogue journals are written conversations and interactions between partners, which could be the teacher and a student or student to student conversation. They are free writing with non-threatening atmosphere and typically with no concern with grammatical correctness.

According to Denne-Bolton (2013), the first and primary objective of the dialogue journals is to promote writing fluency before accuracy. Writing to communicate with a stress-free and the absence of pressure develops fluency in language use. Learners who write journal on a regular basis with their teacher develop better grammatical structures and writing skills than those learners who use only textbooks and standard essays.

Based on Peyton and Reed (1990, cited in Khaimukd, 1999), a dialogue journal is not evaluated or rated for performance or error but it is written and responded through conversation. Dialogue journal writing increases opportunities for communication between students and teachers, individualizes language and content learning, assists in the teacher's lesson planning, allows students to write genuine communication, and provides an opportunity for reading. With its unique features and benefits, dialogue journal writing might also produce similar benefits for ESL students and EFL settings as well.

2.2 Willingness to Communicate in EFL Context

Willingness to communicate (WTC) is defined by MacIntyre, Clement, Dornyei, and Noels (1998, p.547) as learners' "readiness to enter into discourse at a particular time with a specific person or persons"

A number of factors on willingness to communicate (WTC) have been studied, i.e. motivation (Lahuerta, 2014; Peng, 2010), communication confidence, learners' belief, classroom environment (Peng, 2010), communicative competence (Aliakabari et al., 2016; Lahuerta, 2014), self-confidence, and international posture (Aliakabari et al., 2016). Most studies focus on willingness to speak.

There are few studies on WTC in Thailand. Pattapong (2015) studied factors contributing to the WTC. Four dimensions of variables emerged: social-psychological context, classroom context, cultural context, and social- individual context. Another study by Knutson, Kamonsevin, Chateketu, & Smith (2002) compared American and Thai's willingness to communicate with strangers, acquaintances, and friends. The study showed that Thai respondents were significantly lower on all three categories of WTC than the U.S. samples. The possible reasons given to explain these on the Thais were the lack of characteristics of

communication experience, the negative reinforcement of childhood communication, and the Thai social hierarchy.

2.3 Related Studies

The following related studies have employed dialogue journals and highlighted the benefits of dialogue journals in the writing classes and their effects on learners' willingness to write.

Tanner and Clement (1997) conducted a study of the effect of using dialogue journals in intermediate to advanced level writing classes. Data were collected using open-ended questionnaires allowing the teachers the opportunity to explain factors influencing the use of writing technique in their intensive class. The findings indicated that dialogue journals had a positive effect on students' writing ability, providing a real audience, offering students conversation practice, and allowing students freedom to explore and discover.

A qualitative study of dialogue journals was conducted by Khaimukd (1999) on 14 Thai senior university students in four majors- economics, engineering, humanities, and sciences. The participants were required to write and respond to peers and the teacher. Dialogue journal entry, class observation, interview, field note and other documents were used for data collection. The researcher concluded that dialogue journals allowed EFL students to experience writing that involves a process as well as a product, providing EFL students an opportunity for language learning and promoting reading and writing skills. Dialogue journals promoted reflective learning and teaching, provided EFL students an opportunity to communicate in the target language, promoted relationships among the students and between the teacher and the students; and developed collaboration in the classroom. The researcher's recommendations include implementing dialogue journals as a part of EFL writing classrooms.

Yoshihara (2008) conducted a 1-year study on dialogue journal, its length and its effective consequences of DJ writing. Nineteen Japanese college students were required to write a dialogue journal every week to the teacher once a week and received response by the teacher in the same week. Results showed the

writing fluency did not significantly improve. However, the students revealed that they had a positive feeling exchanging dialogue journal with the teacher.

Liao and Wong (2010) examined the effects of dialogue journal writing on participants' writing fluency, reflections, anxiety, and motivation on 41 tenth grader students in Taiwan. The instruments used were participants' journal entries written on a free topic writing task, the pre- and post-tests on writing performance, the pre- and post- study questionnaire, and follow-up interviews. The findings showed positive effects of using dialogue journals, which helped improving the students' English writing proficiency in terms of content, organization, vocabulary, and writing fluency. They also enhanced participants' overall reflective awareness, reduced English writing anxiety but increased self-confidence in English writing. Participants' intrinsic motivation on English improved. Additionally, participants developed positive attitudes towards the dialogue journal writing.

Kim (2011) did a qualitative case study to examine the writing process and literacy development through dialogue journals of a learner, Anthony, who came from Korea and immigrated to Vancouver, Canada. Data were collected for ten months between Anthony and his teacher and writing was done on a regular basis for ten months, beginning immediately after Anthony arrival to Vancouver. The data were collected from five venues, which were 140 Anthony's journal entries written at home and school during his first year after his arrival in Vancouver, 140 Anthony's drawings entries in his dialogue journals, 137 teacher's feedback entries in his dialogic journals, an interview with Anthony (fifty minutes in Korean), and an interview with Anthony's father (one hour in Korean). The findings showed that Anthony represented four characteristics: as an emergent author, as a better reader and learner through dialogue journals, as an active artist, and as a collaborator.

Haynes-Mays, Peltier-Glaze, and Broussard (2012) investigated the effect of using dialogue journal writing to develop writing skills of 49 African-American fourth-grade students. The result showed that even though there was no significant difference among the experimental and control groups, the writing skills of the experimental group, based on their writing performance, improved quantitatively and qualitatively. The study proved that using dialogue journal writing was effective.

Hail, George, and Hail (2013) conducted a study to compare the effectiveness of student-student and student-teacher dialogue journal writing to find out if there was a significant difference in the quantity and content of written responses. Twenty-six participants participating in student-student dialogue journals as experimental class were compared with twenty-six participants participating in student-teacher dialogue journals as the control group. The findings demonstrated that the experimental group's writing scores were greater than those of the control group. In terms of the content, there was no significant difference in scores. More importantly, student-student pairs wanted to continue the writing project and the participants in student-teacher pairs writing wanted to try writing with their peers.

Foroutan, Noordin, and Hamzah (2013) conducted a comparative study between dialogue journal writing and topic-based writing (TBW) to examine participants writing performance in terms of categories, content, organization, vocabulary, language use, and mechanics. TBW group were assigned to write on provided topics and the teacher gave feedback explicitly while DJW group's writing were responded by the teacher indirectly. Even though the overall result showed no significant increase between the two groups, there was a significant increase in the aspect of content, organization, language use and vocabulary.

Ochi (2014) conducted a comparative study on the effectiveness of dialogue journals in terms of fluency, complexity, and accuracy. The subjects were 31 female Japanese college students divided into two classes with different English proficiency levels: low and intermediate English proficiency. Students wrote one dialogue journal entry per week in a 15-week study. The result showed that there was a significant improvement on writing fluency and complexity, but not the accuracy. The finding also showed that the proficiency level was not a major factor writing improvement.

Chiramanee and Kulprasit (2014) investigated the effectiveness of journal writing with peer feedback to promote writing abilities of forty-two of Mattayom Suksa 3 (Grade 9) students in Thailand. The instruments used in this study were a writing test, an error recognition practice test, and an attitude questionnaire. The findings revealed that the participants' writing abilities increased and they had positive attitudes towards both journal writing and peer feedback.

Puengpipattrakul (2009) conducted a quasi-quantitative and qualitative action research to examine students' opinion towards the use of journal writing as a means to improve grammatical abilities. Thirty-two first-year Thai university students participated in the study. Triangulated data were collected and analyzed through journal entries including dialogue journals and process writing and interview response. The findings indicated that there was no significant improvement using journal writing to improve grammar accuracy. However, the study helped raise awareness of participants who had no prior exposure to journal writing. Additionally, after the use of journal writing, it provided participants more confidence using verb tenses and more self-motivation in reflecting on their own grammatical accuracy.

Puengpipattrakul (2014) conducted another study investigating English writing fluency and the participants' opinion about English learning using dialogue journal writing as a tool of an alternative assessment. The study was conducted with twenty-seven Thai first year university students who had difficulties producing ideas in English. This triangulated study used pre and post writing tests, dialogue journal entries, and interview for data collection. The results showed that the participants' writing fluency developed after the use of dialogue journals and dialogue journals provided opportunity to express and practice English writing and helped to develop writing abilities.

3. RESEARCH METHODOLOGY

3.1. Participants

The purposive sampling was used for participant selection. The participants were in one of seven classes in Mattayom 4 (grade 10) at a medium size Islamic private school in Pattani. The participants were male and were selected based on their O-NET scores of Mattayom 3 (grade 9) taken in 2016. The selected class had the lowest average score, 27.65 out of 100, among seven classes. The number of participants of this study was 32 males. Three participants dropped out before the completion of the study; a total of 29 remained in the study.

3.2. Instruments

The instruments of this study were: a writing test, journal entry, and three sets of questionnaires of the participants in data collection.

3.2.1. A writing Test

A writing test, used as a pre- and post-tests of English, was designed and developed by the researcher to examine the writing performance of the participants. The topic of the test was “Someone I like”. The test took 45 minutes. The rubric for marking based on the analytical scale devised by John Anderson found in Harris (1968, cited in Hughes, 1989). The score for fluency and accuracy was 6 each, a total of 12. Writing fluency refers to the amounts of words produced while writing accuracy refers to the ability of learners to produce grammatically correct sentences in the writing. The pre- and post-writing tests were scored by four experts in Teaching English as Foreign Language. (See Appendix A and B)

3.2.2 Dialogue Journal Entry

Each participant was required to write a dialogue journal in the classroom once a week, 30 minutes throughout 14 weeks. The participants were encouraged to write on guided topics with unlimited length and without worrying about grammar accuracy. The list of guided topics was neutral and common to all participants. After the writing, the participants were paired with their friends with a comparable level of English proficiency based on O-NET score so that they felt comfortable with their writing and peer response. The dialogue journals were read and responded in English by a peer every week. The journal entries were weekly submitted to the teacher. (See Appendix G for examples of dialogue journals)

3.2.3 Questionnaires

Three sets of questionnaires were administered to assess students’ attitudes towards English writing, the use of dialogue journal writing, and their willingness to write were administered in the study. (See Appendix C)

3.2.3.1 Questionnaire on writing in English

The questionnaire was adapted based on Chiramanee and Kulprasit (2014) and Liao and Wong (2010). There were two sections of the questionnaire on writing in English. The first section asked about the participants’ background information such as, their English language education exposure, level of

leaning English enjoyment, self-rated overall English proficiency and English writing proficiency, English skill difficulty and preference, and self-rated knowledge and experience about dialogue journals.

The second section was about their attitude towards writing in English consisting of 32 items. The questionnaire was administered as pre- and post-questionnaire.

3.2.3.2 Questionnaire on the use of dialogue journals

The questionnaire on participants' attitudes towards the use of dialogue journals consisting of 10 items was adapted based on Liao and Wong (2010). The participants completed the questionnaire after the use of dialogue journal writing.

Both questionnaires on writing in English and the use of dialogue journals were analyzed and described using the criteria for interpreting by Clason and Dormody (1994) as follows: 4.21 – 5.00 = strongly agree (highly positive); 3.41 – 4.20 = agree (positive); 2.61 – 3.40 = moderately agree (neutral); 1.81 – 2.60 = disagree (negative); 1.00 – 1.80 = strongly disagree (highly negative).

3.2.2.3 Questionnaire on willingness to write

The questionnaire on the participants' willingness to write consisting of 7 items was adapted based on Liao and Wong (2010) and administered after the use of dialogue journals. The interpretation of this questionnaire was based on Clason and Dormody (1994). The criteria for interpreting are as follows: 4.21 – 5.00 = strongly agree (very willing); 3.41 – 4.20 = agree (willing); 2.61 – 3.40 = moderately agree (neutral); 1.81 – 2.60 = disagree (unwilling); 1.00 – 1.80 = strongly disagree (very unwilling).

These three sets of questionnaires were piloted with 38 Islamic private school students who were not in the main study in order to examine the reliability coefficient of the questionnaires. Cronbach's alpha was used to find out the internal consistency of the items. The overall Cronbach's alpha of the questionnaires on writing in English, the use of dialogue journals, and their willingness to write were 0.919, 0.824 and 0.841 respectively, signifying that the questionnaires had high internal consistency.

3.3. Data Collection Procedure

The study was conducted over the course of 14 weeks. The process was as follows:

1. At the beginning of the first semester of the academic year 2017 (July – October 2017), participants took a writing test for 45 minutes. After that they completed the questionnaire on their attitudes towards writing in English and that on their willingness to write (Week 1).

2. The participants were introduced to the purposes of the study and guided on the use of dialogue journal. The participants were assigned to write 10 dialogue journals in the class from week 2 to week 13, one dialogue journal per week. The participants had freedom to choose their own topic from several guided topics. After writing each dialogue journal, the participants were then paired with friends with relatively similar O-NET score so that they would feel comfortable to write and respond in English to each other. The dialogue journal writing with peer response took place in the classroom. Each student gave responses to the partner's writing back and forth. Then, each piece of journal was submitted to the researcher who was their class teacher. The participants' dialogue journals were not corrected and graded for grammar, but the grammatical errors commonly found were collected and presented to the participants every three-week period by the researcher so that they learned to improve their writing skills.

3. After a 12-week period of dialogue journal writing, the participants were asked to take a post-writing test for 45 minutes with the same topic for writing as of pre-writing test. The participants were then asked to complete questionnaires on English writing, attitudes towards the use of dialogue journal, and their willingness to write again.

3.4. Data Analysis

The writing score of pre- and post-tests were compared using a paired sample *t*-test to determine if there was any significant improvement in the participants' writing performance in terms of fluency and accuracy. The scores on the five-point Likert scale in pre- and post- questionnaires on English writing were analyzed by a paired sample *t*-test and the scores of questionnaires on the use of

dialogue journals and their willingness to write were analyzed by descriptive statistics and a *t*-test.

4. FINDINGS

This chapter presents the research findings in four major sections. The first section reports the information on the subjects, while the second section exhibits participants' writing performance. The third and last sessions report the participants' attitudes towards writing in English and the use of dialogue journals, and their willingness to write

4.1 Information on the participants

This section describes the background information of the participants. The participants were homogenous in terms of sex, nationality, and religion. All of them were male with age ranging from 15 to 16 years old (an average age of 15.37 years old). Their English language education exposure ranged from 9 to 11 years.

One third of the participants (34.5%) enjoyed learning writing at *much* level while a quarter (24.1%) enjoyed writing at *very much* level. The rest (41.4%) reported they *moderately* enjoyed writing.

More than half of the participants (55.6%) considered their level of English proficiency and English writing proficiency *Fair* while nine participants (33.3%) rated their level as *poor* and three of the participants' (11.1%) responded that their English writing was *very poor*. None of them thought their writing skill was *good and very good*.

The participants thought that English writing was the most difficult skill, followed by speaking, listening, and reading respectively. Their least preferable English skills were writing, speaking, listening, and reading respectively. The participants' response was obvious that writing was the most difficult skill to master and least preferable skill to study.

4.2 Participants' Writing Performance

The participants' writing performance before and after the use of dialogue journals was compared in two aspects: writing accuracy and writing fluency. The score of each aspect ranged from 1 – 6, the total of 12 scores. The writing was

scored by 4 experienced teachers who have more than 5 years teaching experiences in English. The pre- and post-writing test scores are presented in

Table 1 below.

Table 1

Comparison of Writing Performance Before and After Using Dialogue Journals

Writing scores	Pre-test		Post-test		Development	t-value
	Mean	S.D.	Mean	S.D.		
Fluency	1.76	.78	2.64	.77	.88	6.452**
Accuracy	1.48	.67	2.49	.90	1.01	6.546**
Total scores (12)	3.24	1.41	5.13	1.64	1.89	6.800**

**p < .01, *p < .05

In

Table 1, the overall mean score of the participants' pre-writing test was 3.24 out of 12 (S.D = 1.41) while the mean score of their post-writing test was 5.13 (S.D. = 1.64). The result shows a significant development of their writing performance, 1.89, after the use of dialogue journal writing ($p < .01$).

Regarding their writing fluency, the mean score of the participants' pre-writing test was 1.76 out of 6 (S.D. = .78) and the mean score of the post-writing test increased to 2.64 (S.D. = .77), a significant development of .88 ($p > .01$). In terms of writing accuracy, the mean score of their pre-writing test was at 1.48 out of 6 (S.D. = .67) and this significantly increased to 2.46 (S.D. = .90), a significant development of 1.01 ($p < .01$) in the post-writing test. The result shows a significant improvement in both fluency and accuracy after the implementation of dialogue journal writing.

4.3 Participants' Attitudes towards English Writing and the Use of Dialogue Journals

4.3.1 Participants' Attitudes towards English Writing

The pre- and the post- questionnaires consisted of 32 items with the five-Likert scale ranging from 5 (strongly agree) to 1 (strongly disagree). Pair sample t-tests were used to analyze the mean scores of their response to determine the difference between the two results, as shown in Table 2 below.

Table 2

Detailed Items of Participants 'Attitudes towards English Writing Before and After the Study

Item No.	Statements	Pre-test			Post-test			t-value	Sig. (2-tailed)
		Mean	S.D.	Level	Mean	S.D.	Level		
2	I enjoy writing in English	3.41	1.083	High	4.11	.974	High	-3.425	.002**
22	I like to write even if my writing will not be graded.	2.89	1.219	Moderate	3.67	1.038	High	-3.314	.003**
1	I like English writing because I can express my ideas.	3.37	.629	Moderate	3.93	.829	High	-2.964	.006**
6	I am good at writing in English	2.74	.813	Moderate	3.22	.751	Moderate	-2.675	.013*
18	I like classes that require a lot of writing.	3.30	1.068	Moderate	3.89	.934	High	-2.672	.013*
32	I want others to read my writing in English	3.30	1.171	Moderate	3.85	1.167	High	-2.308	.029*
21	I like to write down what happen in my daily life in English	2.56	.974	Low	3.15	1.322	Moderate	-2.254	.033*
12	I think I have a sufficient English knowledge to write easily.	3.11	1.155	Moderate	3.59	.844	High	-2.164	.040*
25	I look forward to writing in English.	3.19	1.111	Moderate	3.67	.679	High	-2.105	.045*
14	I am satisfied with my writing work/topic in English	3.33	1.109	Moderate	3.89	1.050	High	-2.068	.049*

Item No.	Statements	Pre-test			Post-test			t-value	Sig. (2-tailed)
		Mean	S.D.	Level	Mean	S.D.	Level		
27	I am not worried about grammar when writing in English	3.19	1.111	Moderate	3.67	1.038	High	-2.050	.051*
15	I think writing in English is important in my future career.	4.63	.629	Very High	4.26	.903	Very High	1.845	.076
20	I feel confident in my ability to clearly express my ideas when writing in English.	2.96	.940	Moderate	3.41	1.083	High	-1.623	.117
23	I am motivated to write in English in my classes.	3.37	1.079	Moderate	3.81	1.075	High	-1.564	.130
9	I will gather my ideas before writing in English.	3.52	.893	High	3.78	.847	High	-1.369	.183
24	I enjoy writing assignments that challenge me.	3.37	1.115	Moderate	3.70	.775	High	-1.363	.185
19	Practicing writing is a very pleasant experience.	3.74	1.130	High	4.11	.847	High	-1.308	.202
5	Writing in English is fun.	3.63	1.079	High	3.93	1.141	High	-1.247	.223
26	I am ready to write when my teacher assign a writing activity	3.44	1.188	High	3.74	1.023	High	-1.114	.275
10	I am ready to write in English whenever I want to	3.15	1.099	Moderate	3.37	.967	Moderate	-1.063	.297
7	When I have trouble about grammar in my writing, I still keep writing.	3.74	1.095	High	4.00	.877	High	-1.045	.306
30	Writing to communicate in English is fun	4.19	1.001	High	4.00	1.000	High	.926	.363

Item No.	Statements	Pre-test			Post-test			t-value	Sig. (2-tailed)
		Mean	S.D.	Level	Mean	S.D.	Level		
16	I think practicing English writing can develop my English writing skill	4.19	.879	High	4.04	.940	High	.679	.503
28	I give my best effort when writing in English	3.93	.917	High	3.78	1.013	High	.660	.515
4	English writing skill is important to me.	3.96	1.055	High	4.07	.781	High	-.462	.648
3	I think that learning writing is important	4.33	1.000	Very High	4.44	.847	Very High	-.440	.663
31	I would take English writing courses even if they are not compulsory.	3.70	1.068	High	3.78	1.219	High	-.337	.739
17	I practice writing in order to improve my writing skills.	3.93	.917	High	3.85	1.064	High	.303	.764
29	I want to write in English outside classroom	3.48	1.221	High	3.56	1.121	High	-.296	.769
11	I organized my thought before writing in English	3.44	.751	High	3.48	1.122	High	-.238	.814
13	I am satisfied with my English writing ability.	3.37	1.275	Moderate	3.33	1.000	Moderate	.205	.839
8	Even though I don't know vocabulary, I still want to write	3.81	1.039	High	3.85	.770	High	-.182	.857
Average		3.51	.603	High	3.78	.519	High	-2.663	.013*

**p < .01, *p < .05

As shown in Table 2, in the pre-study administration of the questionnaire, the overall mean score of the participants' attitudes towards writing in English was 3.51 out of 5, *positive* attitudes towards English writing. After the implementation of dialogue journals, the mean score of their attitudes towards writing in English significantly increased to 3.78, an increase of 0.27 ($t = -2.663$, $p < .05$). This shows that the participants developed significantly more positive attitudes towards English writing, indicating that dialogue journals helped improve their attitudes towards writing.

The mean score of each item in the pre-study ranged from 2.56, *negative*, to 4.63, *highly positive*, while those of the post-study ranged from 3.15, *neutral*, to 4.44, *highly positive*. This shows a tendency towards more positive attitudes towards English writing after practicing dialogue journals.

A closed look at each item shows a significant improvement in 11 out of 32 items. Among the 11 items, Item 2, 1, and 22 increased significantly at $p < .01$ and Item 6, 18, 32, 21, 12, 25, 14 and 27 increased significantly at $p < .05$.

One item, Item 2, increased from *positive* to *positive* and the other two, Items 1 and 22, increased from *neutral* to *positive*. That is, after the use of dialogue journals, the participants *enjoyed writing in English* (item 2, $t = -3.425$) and *they can express their ideas* (item 1, $t = -2.964$). Moreover, *dialogue journals encouraged them to write even though their writing would not be graded* (item 22, $t = -3.314$).

Eight items significantly increased at $p < .05$. Six out of eight items, Item 12, 14, 18, 25, 27, and 32, significantly increased from *neutral* to *highly positive* attitudes. The participants thought *they had sufficient English knowledge to write easily* and *were satisfied with their writing work/topic in English*. They *liked classes that require a lot of writing* and *looked forward to it*. Additionally, they *were not worried about grammar when writing in English* and they *preferred others to read their writing in English*.

The participant's attitudes in the other two items, Item 6 (*neutral* both before and after the study) and item 21 (*negative* to *neutral*), also significantly

improved after the use of dialogue journals. That is, the participants *were good at writing in English* and the participants *liked to write down what happens in their daily life in English*. In conclusion, it can be said that dialogue journals can help boost the participants' attitudes towards writing in English.

4.3.2 Participants' Attitudes towards the Use of Dialogue Journal Writing

The participants were required to complete the 10-items questionnaire towards the use dialogue journals in the post-treatment. The results are shown in the Table 3 below.

Table 3

Participants' Attitude towards Dialogue Journals

Item No.	Statement	Mean	S.D.	Level of attitudes
3	I like dialogue journals because I have freedom to write whatever I want.	4.00	.877	Positive
10	I like dialogue journals when my friend reads and responds my writing.	3.85	.907	
4	I like dialogue journals because I don't have to worry about writing quality.	3.78	.847	
9	I like dialogue journals because they make English writing more fun.	3.78	1.013	
2	I like dialogue journals because I can choose my own writing topic.	3.74	.859	
1	I like dialogue journals because I can express my ideas freely	3.70	.823	
5	I like dialogue journals because my English writing will not be marked.	3.63	1.043	
8	I like dialogue journals because they improve my language ability.	3.59	.931	
6	I like dialogue journals because I don't have to worry about grammatical errors.	3.56	1.013	

Item No.	Statement	Mean	S.D.	Level of attitudes
7	I like dialogue journals because I can exchange journals with friend.	3.44	.892	
	Average	3.71	.529	Positive

As shown in Table 3, the overall participants' responses to dialogue journals show that they had positive attitudes towards dialogue journals (mean = 3.71). The mean scores of all 10 items ranged from 3.44 to 4.00, showing their level of positive attitudes. This can be concluded that they had positive attitudes towards the use dialogue journal writing.

Table 3 shows the participants' positive attitudes towards the use of dialogue journals because of their various advantages. They *had freedom to write whatever they wanted* (item 3, $\bar{x} = 4.00$), and *they like when their friends read and responded to their writing* (item 10, $\bar{x} = 3.85$). Dialogue journals *helped them not to worry about writing quality* (item 4, $\bar{x} = 3.78$) and *made English writing more fun* (item 9, $\bar{x} = 3.78$). The participants *could choose their own writing topic* (item 2, $\bar{x} = 3.74$), they could express ideas freely (item 1, $\bar{x} = 3.70$), *their English writing would not be marked* (item 5, $\bar{x} = 3.63$). In addition, they *liked dialogue journals because they could improve their language ability* (item 8, $\bar{x} = 3.59$), they *did not have to worry about grammatical errors* (item 6, $\bar{x} = 3.56$), and they *could exchange journals with friend* (item 7, $\bar{x} = 3.44$).

4.4 Willingness to Write

The participants were asked to complete the last set of questionnaire, regarding willingness to write after the use of the dialogue journals. The 7 items in the questionnaire ranged from 5, *very willing*, to 1, *very unwilling*, as shown in the

Table 4 below.

Table 4

Participants' Willingness to Write after the Use of Dialogue Journals

Item No.	Statement	Mean	S.D.	Level of willingness
7	I am willing to take note in English	4.00	.832	Willing
4	I am willing to write in English whether there are grammatical errors	3.96	1.018	
5	I am willing to read and response to friends' English writing	3.89	.847	
2	I am willing to write journals in English	3.85	.818	
6	I am willing to write down what happen in my daily life in English	3.85	.662	
3	I am willing to dialogue journal writing outside classroom	3.78	.847	
1	I am willing to practice my English writing.	3.74	1.023	
	Average	3.92	.745	Willing

Table 4 shows that the participants were *willing* to write after the practice of dialogue journal for 14 weeks. The total scale was 3.92 out of 5. All items ranged from 3.74 – 4.00 out of 5, which indicate that the participants exhibited a *willing* level to write after the use of dialogue. The participants were *willing to take notes* (item 7, $\bar{x} = 4.00$) and *write in English regardless of grammatical errors* (item 4, $\bar{x} = 3.96$) as well as to read and response to their friends' English writing (item 5, $\bar{x} = 3.89$). They were also *willing to write journals* (item 2, $\bar{x} = 3.85$) and *write down what happened in their*

daily life in English (item 6, $\bar{x} = 3.85$). In addition to *writing dialogue journal outside classroom* (item 3, $\bar{x} = 3.78$), they were *willing to practice their English writing* (item 1, $\bar{x} = 3.74$)

5. SUMMARY AND DISCUSSION

This present study aimed to examine the participants' writing performance in terms of writing fluency and accuracy as well as their attitudes towards writing in English, towards the use of dialogue journals as well as their willingness to write after the use of dialogue journals. The main findings based on the three research questions can be summarized as follows.

Research Question 1: Is there any significant development in the low proficiency students' English writing performance after the treatment of dialogue journal writing?

This present study found a significant improvement of participants' writing performance after the use of dialogue journals. This study's finding is in line with the previous studies that dialogue journals help improve writing abilities (Anderson, Nelson, Richardson, Webb, & Young, 2011; Chiramanee & Kulprasit, 2014; Foroutan, Noordin, & Hamzah, 2013; Garmon, 2001; Haynes-Mays, Peltier-Glaze, & Broussard, 2011; Holguín, Calderón, & Novoa, 2014; Liao & Wong, 2010; Rokni & Seifi, 2013)

The participants' writing fluency improved significantly. They were able to produce significantly more words in their writing and the length of writing was significantly longer. In terms of writing accuracy, the analysis also revealed a significant increase on participants' writing. The participants' writing sentences were more accurately produced and their grammatical ability developed. It should be noted that this study setting was conducted with all male participants who have low proficiency of English. This group of participants was familiar with a traditional approach of teaching such as grammar translation and teacher-center instruction. Due to their lack of fundamental English language knowledge, such as basic vocabulary,

grammar and its usage, the participants struggled with writing, reading and responding to their peer's dialogue journal writing.

Many participants in this study had great difficulty using English words to write while writing dialogue journals. They spent a lot of time thinking of English words and how to make sentences and write onto a paper. They always raised hands and asked the teacher (the researcher) the meaning of the words in English. In order to develop their English and to have interaction between peer, the researcher had them talk to their peers instead. However, the researcher checked with the whole class to make sure that they got the correct answer.

With the use of dialogue journals, the participants had experienced a new way of learning to write, as well as learning how to write longer and more grammatical sentences. Through this new way teaching, they were acquired to interact, to learn and to gain knowledge through the help of their friends in the class. This teaching technique was used to construct new knowledge based on Vygotsky's theory on Zone of Proximal Development (ZPD), learning through the assistance of capable partners who could be peer or a teacher (Vygotsky, 1978).

The result of this present study which showed the participants' significant increase of writing fluency is in line with the result of the four-week study of Hail, George and Hail (2013) that the trend of quantity of students' writing increased, as well as the students were more comfortable in their writing. This finding is also consistent with those previous studies revealing that dialogue journals had an impact on students' writing fluency (Haynes-Mays et al., 2011; Liao & Wong, 2010; Ochi, 2014; Rokni & Seifi, 2013). In addition, the participants' increased writing accuracy is consistent with the study of Rokni and Seifi (2013), who pointed out that learners' grammar proficiency improved significantly after the use of dialogue journal writing. It is also in compliance with studies of Puengpipattrakul (2009) and Rokni & Seifi, (2013), which showed that journal writing helped raise awareness in grammatical accuracy and boost up students' confidence in using verb tense and producing sentences after the use of dialogue journal writing,

Research Question 2: What are the students' attitudes towards English writing before and after the use of dialogue journals?

The results revealed that the participants' attitudes towards English writing were positive before the treatment, 3.51, and their attitudes increased significantly to 3.78. They were able to express their ideas and they enjoyed this activity. They also preferred to write what happened in their daily life in English as well as preferred the class that let the learners write a lot. This may result from the fact that dialogue journal is a free writing that does not focus mainly on grammatical aspects, and it is an anxiety free activity.

The present study also revealed that even though the participants' writing was not graded, the participants preferred to write in English. The finding supported of Kulprasit and Chiramanee (2012) which confirmed that using dialogue journal with peer response provided the learners with positive attitudes towards 4 aspects of writing in English: writing as a means of self-expression, the importance of learning to write in learning English, self-perceived writing ability, and self-satisfaction with English writing. Liao and Wong (2010) also affirmed that the participants had positive attitudes towards the use of dialogue journals and it can be a tool for self-understanding and self-growth.

Additionally, this present study examined the use of dialogue journals of less-able participants' English writing. The participants revealed that they enjoyed writing in English. This study is in compliance with the study of Ochi (2014) who compared the effectiveness of dialogue journals in two classes with different levels of English proficiency. He confirmed similar result of students' perception on the use of dialogue journal writing. The differences in English proficiency level did not play any role in the students' writing improvement. It was, therefore, suggested that dialogue journals can be used and implemented to learners, ESL or EFL, with different levels of English proficiency.

Research Question 3: What are the students' attitudes towards the use of dialogue journals?

The results showed the participants' positive attitudes towards the use of dialogue journals after the implementation of dialogue journals. The participants liked dialogue journals because they were given freedom to write and they enjoyed someone to read and respond to their writing. Since dialogue journal is a channel of reciprocal communication between peers, their exchanges are perceived as genuine conversation. Additionally, dialogue journals support Vygotsky's (1978) notion on Zone of Proximal Development (ZPD)-learning through collaboration and assistance. As a result, dialogue journal enriches an anxiety-free atmosphere in English EFL writing classes. The participants of this study found writing and peer feedback less apprehensive. This supported those of previous studies by Kulpasit and Chiramanee (2012) and Puengpipattrakul (2009) which indicated that their participants recognized the significance of journal writing with peer feedback.

Research Question 4: Does the use of dialogue journals help increase students' willingness to write?

The result indicated that after the use of dialogue journal writing, the participants were willing to write in English. The participants were willing to take notes and write down in English and to write outside classroom. Interestingly, they were willing to share, to read, and to respond to the peer's writing even though their own writing was not grammatically correct. This implies that the participants felt more comfortable in writing after the practice of dialogue journal writing. This result is in line with the study of Liao and Wong (2010) showing that learners are willing to take risk to write as dialogue journals are a non-threatening free topic writing. Mansor et al. (2011) also asserted that dialogue journals could create desire for learners to practice writing and to learn their language outside classroom.

In conclusion, the results of this study showed that dialogue journals helped low proficiency participants develop their writing skills. They also had positive attitudes towards writing in English, towards the use of dialogue journals, and they were more willing to write. All of these benefits resulted from the fact that dialogue journals are a free and non-threatening writing activity that does not focus on grammatical correctness but on learners' writing fluency and quantity.

6. PEDAGOGICAL IMPLICATIONS

Based on the findings of the present study, dialogue journals developed the participants' writing abilities. They exhibited positive attitudes towards the use of dialogue journal writing, and they were willing to write. This can be endorsed to the value of teaching and using peer-to-peer dialogue journal in a writing classroom. Therefore, it is recommended that dialogue journal writing can be used as a tool to develop English writing of students in ESL/EFL writing class. Dialogue journals can be utilized and incorporated to an English writing class as an effective English writing pedagogy to EFL learners. This will enable the students to express their feelings, ideas, opinions and thoughts freely through writing, particularly, for EFL learners who have low English proficiency and lack an opportunity to practice their writing in English. The pedagogical implications are presented below;

1. This study showed that dialogue journals were successfully implemented to Thai EFL learners with low proficiency. Dialogue journals enabled them to learn and provided a solution to challenging writing class. It is hoped that this study can raise awareness and shed light among English teachers of the benefits of the dialogue journal writing. Writing teachers might apply and make use of this method of teaching writing into their writing classroom as a teaching technique to improve their students' writing abilities, particularly the low proficiency ones. Although there might be a great challenge in implementing dialogue journals in the class, especially with low proficiency students, it is worth trying as it was proved that this technique helped develop learners' English writing abilities.

2. To use dialogue journals in class, it is suggested teachers provide a list of topics, so that the students can freely select a topic to write and feel comfortable with their writing. In the first or second week of the writing class, the teacher may assign them to write the same topic so that students have the chance to elaborate the detail of the topic provided. Essentially, teachers have to give clearly introduction and information on how to write dialogue journals. This could be a simple start of dialogue journal writing so that students will be familiar with the task and feel confident to start writing. Topics can be chosen by the students. This

procedure is to ensure that sufficient scaffolding is provided to students, particularly ones with writing difficulty and low English proficiency. This will also help them understand how to write dialogue journals, which is a free and non-threatening writing with emphasis on fluency rather accuracy.

3. This study has revealed that the participants were willing to write in English after using dialogue journal writing. Dialogue journal writing could enforce students' autonomous learning and enable them to take their own responsibility to learn and write in English both inside and outside classroom. Additionally, through dialogue journals, writing teachers could give advice and support as well as train the students to develop learning autonomy.

7. RECOMMENDATIONS FOR FURTHER STUDIES

Based on the findings of the present study, some recommendations for further studies are suggested below.

1. The study was done with one class of students. Therefore, a study should investigate a larger group and compare between two groups who learn to write by using dialogue journals and a group who learn to write in a traditional way of writing class.

2. The present study investigated students' writing performance in terms of writing fluency and accuracy. Further studies should examine their writing abilities in other aspects, such as in terms of vocabulary development.

3. The participants of this study were paired with those of a comparable English proficiency. In a future study, it is suggested the participants with different proficient level of English should be paired up.

4. The participants of this study were all male. Therefore, a study should be done with participants with mixed gender in the same class.

5. The present study investigated the participants' attitudes towards English writing and dialogue journals, and their willingness to write. Further studies

should be done to investigate learners' anxiety in a writing class before and after the use of dialogue journals.

6. To have the participants feel comfortable with their writing, teacher should take into consideration the background of the participants and provide the topics for their writing that could interest and related to their culture. In this study, Hari Raya was a popular topic as it was about the participants' culture and lifestyle.

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APPENDICES

Appendix A
A Writing Test

Appendix B
Scoring Rubric

Analytic Scoring Scale Devised by John Anderson based on an oral ability scale found in Harris (1968) (as cited in Hughes, 1989)

Accuracy:

- __6. Few (if any) noticeable errors of grammar or word order
- __5. Some errors of grammar or word order which do not, however, interfere with comprehension.
- __4. Errors of grammar or word order fairly frequent; occasional re-reading necessary for full comprehension.
- __3. Errors of grammar or word order frequent; efforts of interpretation sometimes required on reader's part.
- __2. Errors of grammar or word order very frequent; reader often has to rely on own interpretation.
- __1. Errors of grammar or word order so severe as to make comprehension virtually impossible.

Fluency:

- __6. Choice of structures and vocabulary consistently appropriate; like that of educated native writer.
 - __5. Occasional lack of consistency in choice of structures and vocabulary which does not, however, impair overall ease of communication.
 - __4. 'Patchy', with some structures or vocabulary items noticeably inappropriate to general style.
 - __3. Structures or vocabulary items sometimes not only inappropriate but also misused; little sense of ease of communication.
 - __2. Communication often impaired by completely inappropriate or misused structures or vocabulary items.
 - __1. A 'hotch-potch' of half-learned misused structures and vocabulary items rendering communication almost impossible.
-

Appendix C
Pre- and Post-Questionnaires (English)

Attitude Questionnaire

(Pre-Questionnaire)

This questionnaire is developed to elicit your attitudes towards writing in English and willingness to write. Please complete the questionnaire honestly. Your response will be kept **confidential** and they **will not have any effect on your grads**. Thank you for your cooperation.

Instruction:

Please read the statement carefully and tick (✓) in the appropriate box that best represents your response, complete the answer or do as instructed

This questionnaire consists of two sections:

Section I: Demographic information

Section II: Attitudes toward writing in English

Attitude Questionnaire

Section I: Demographic information

1. Age: _____ years

2. English language education exposure: _____ years.

3. I enjoy studying English

Very Much Much Moderately Little Very little

4. My **English proficiency** level at the moment is....

Very Good Good Fair Poor Very poor

5. My **English writing proficiency** level at the moment is....

Very Good Good Fair Poor Very poor

6. Rank **DIFFICULTY** of English skills (rank 1 = most difficult, 4 = least difficult)

_____ Listening

_____ Speaking

_____ Reading

_____ Writing

7. Rank your **PREFERENCE** of English skills (rank 1 = most difficult, 4 = least difficult)

_____ Listening

_____ Speaking

_____ Reading

_____ Writing

8. How well do you know about dialogue journals?

Very well Well Moderately Little

Never

9. I have some English dialogue journal experience. If yes, please specify,

Yes,year(s)

No.

Section II: Attitudes toward English Writing

Directions: Please tick (✓) the number to indicate the degree to which statement applied to you whether you (1) strongly disagree, (2) disagree, (3) neutral, (4) agree or (5) strongly agree with the statement.

No.	Statements	Level of Agreement				
		5	4	3	2	1
1	I like English writing because I can express my ideas.					
2	I enjoy writing in English					
3	I think that learning writing is important					
4	English writing skill is important to me.					
5	Writing in English is fun.					
6	I am good at writing in English					
7	When I have trouble about grammar in my writing, I still keep writing.					
8	Even though I don't know vocabulary, I still want to write					
9	I will gather my ideas before writing in English.					
10	I am ready to write in English whenever I want to					
11	I organized my thought before writing in English					
12	I think I have a sufficient English knowledge to be able to write easily.					
13	I am satisfied with my English writing ability.					
14	I am satisfied with my writing work/topic in English					
15	I think writing in English is important in my future career.					
16	I think practicing English writing can develop my English writing skill					
17	I practice writing in order to improve my writing skills.					
18	I like classes that require a lot of writing.					
19	Practicing writing is a very pleasant experience.					
20	I feel confident in my ability to clearly express my ideas when writing in English.					
21	I like to write down what happen in my daily life in English					
22	I like to write even if my writing will not be graded.					
23	I am motivated to write in English in my classes.					
24	I enjoy writing assignments that challenge me.					
25	I look forward to writing in English.					
26	I am ready to write when my teacher assign a writing activity					
27	I am not worried about grammar when writing in English					
28	I give my best effort when writing in English					
29	I want to write in English outside classroom					
30	Writing to communicate in English is fun					
31	I would take English writing courses even if they are not compulsory.					
32	I want others to read my writing in English					

Attitude Questionnaire (Post-Questionnaire)

This questionnaire is developed to elicit your attitudes towards writing in English and willingness to write. Please complete the questionnaire honestly. Your response will be kept **confidential** and they **will not have any effect on your grads**. Thank you for your cooperation.

Instruction:

Please read the statement carefully and tick (✓) in the appropriate box that best represents your response, complete the answer or do as instructed

This questionnaire consists of two sections:

Section I: Attitudes toward writing in English

Section II: Attitudes toward the use of dialogue journals

Section III: Attitudes toward willingness to write

Section I: Attitudes toward English Writing

Directions: Please tick (✓) the number to indicate the degree to which statement applied to you whether you (1) strongly disagree, (2) disagree, (3) neutral, (4) agree or (5) strongly agree with the statement.

N o.	Statements	Level of Agreement				
		5	4	3	2	1
1	I like English writing because I can express my ideas.					
2	I enjoy writing in English					
3	I think that learning writing is important					
4	English writing skill is important to me.					
5	Writing in English is fun.					
6	I am good at writing in English					
7	When I have trouble about grammar in my writing, I still keep writing.					
8	Even though I don't know vocabulary, I still want to write					
9	I will gather my ideas before writing in English.					
10	I am ready to write in English whenever I want to					
11	I organized my thought before writing in English					
12	I think I have a sufficient English knowledge to be able to write easily.					
13	I am satisfied with my English writing ability.					
14	I am satisfied with my writing work/topic in English					
15	I think writing in English is important in my future career.					
16	I think practicing English writing can develop my English writing skill					
17	I practice writing in order to improve my writing skills.					
18	I like classes that require a lot of writing.					
19	Practicing writing is a very pleasant experience.					
20	I feel confident in my ability to clearly express my ideas when writing in English.					
21	I like to write down what happen in my daily life in English					
22	I like to write even if my writing will not be graded.					
23	I am motivated to write in English in my classes.					
24	I enjoy writing assignments that challenge me.					
25	I look forward to writing in English.					
26	I am ready to write when my teacher assign a writing activity					
27	I am not worried about grammar when writing in English					
28	I give my best effort when writing in English					
29	I want to write in English outside classroom					
30	Writing to communicate in English is fun					
31	I would take English writing courses even if they are not compulsory.					
32	I want others to read my writing in English					

Section II: Attitudes toward the Use of Dialogue Journals

Directions: Please circle the number to indicate the degree to which statement applied to you whether you (1) strongly disagree, (2) disagree, (3) neutral, (4) agree or (5) strongly agree with the statement.

No	Statements	Degree of Agreement				
		5	4	3	2	1
1.	I like dialogue journals because I can express my ideas freely					
2.	I like dialogue journals because I can choose my own writing topic.					
3.	I like dialogue journals because I have freedom to write whatever I want.					
4.	I like dialogue journals because I don't have to worry about writing quality.					
5.	I like dialogue journals because my English writing will not be marked.					
6.	I like dialogue journals because I don't have to worry about grammatical errors.					
7.	I like dialogue journals because I can exchange journals with friend.					
8.	I like dialogue journals because they improve my language ability.					
9	I like dialogue journals because they make English writing more fun.					
10	I like dialogue journals when my friend reads and responds my writing.					

Section III: Attitudes toward Willingness to Write

Directions: Please circle the number to indicate the degree to which statement applied to you whether you (1) strongly disagree, (2) disagree, (3) neutral, (4) agree or (5) strongly agree with the statement.

No	Statements	Degree of Agreement				
		5	4	3	2	1
1	I am willing to practice my English writing.					
2	I am willing to write journals in English					
3	I am willing to dialogue journal writing outside classroom					
4	I am willing to write in English whether there are grammatical errors					
5	I am willing to read and response to friends' English writing					
6	I am willing to write down what happen in my daily life in English					
7	I am willing to take note in English					

Appendix D
Pre- and Post-Questionnaires (Thai)

แบบสอบถาม (Pre-Questionnaire)

แบบสอบถามนี้ได้จัดทำขึ้นเพื่อสอบถามความคิดเห็นของนักเรียนที่มีต่อการเขียนภาษาอังกฤษ ให้นักเรียนกรอกแบบสอบถามนี้ตามความเป็นจริง ทั้งนี้ คำตอบที่ได้จากแบบสอบถามจะถูกเก็บเป็นความลับ และไม่มีผลกระทบใดๆ ทั้งต่อตัวนักเรียนและต่อผลการเรียนของนักเรียนแต่อย่างใด ขอขอบคุณที่ให้ความร่วมมือ

คำชี้แจง

ให้นักเรียนกรอกข้อความ ทำตามคำสั่ง หรือทำเครื่องหมาย (✓) ในช่องสี่เหลี่ยมหรือในคอลัมน์ที่ตรงกับคำตอบของนักเรียนมากที่สุด

แบบสอบถามฉบับนี้ประกอบด้วย 3 ส่วน

- ส่วนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม
- ส่วนที่ 2 การเขียนภาษาอังกฤษ

แบบสอบถาม

ส่วนที่ 1: ข้อมูลพื้นฐานของผู้กรอกแบบสอบถาม

1. อายุ: _____ ปี
2. เริ่มเรียนภาษาอังกฤษตั้งแต่ชั้น: _____
3. ข้าพเจ้าชอบเรียนภาษาอังกฤษ

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
4. ข้าพเจ้าคิดว่าความสามารถทางด้านภาษาอังกฤษข้าพเจ้าอยู่ในระดับ.....

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ดีมาก	ดี	พอใช้	อ่อน	อ่อนมาก
5. ข้าพเจ้าคิดว่าความสามารถทางการเขียนภาษาอังกฤษของตนเองอยู่ในระดับ.....

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ดีมาก	ดี	พอใช้	อ่อน	อ่อนมาก
6. เรียงลำดับทักษะต่างๆทางภาษาอังกฤษตามลำดับความยากง่าย 1 - 4 (1 = ยากมากที่สุด, 4 = ยากน้อยที่สุด)
 - ทักษะการฟัง
 - ทักษะการพูด
 - ทักษะการอ่าน
 - ทักษะการเขียน
7. เรียงลำดับความสามารถทางภาษาอังกฤษโดยใช้หมายเลข 1 - 4 (1 = มีความสามารถมากที่สุด, 4 = มีความสามารถน้อยที่สุด)
 - ทักษะการฟัง
 - ทักษะการพูด
 - ทักษะการอ่าน
 - ทักษะการเขียน
8. ข้าพเจ้าเคยได้ยินหรือรู้จักบันทึกสนทนาโต้ตอบ (Dialogue journal writing) ได้ดีแค่ไหน

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ดีมาก	ดี	ปานกลาง	น้อย	ไม่รู้จัก
9. ข้าพเจ้าเคยเขียนบันทึกสนทนาโต้ตอบ (Dialogue journal writing)
 - เคย _____ ปี
 - ไม่เคย

ส่วนที่ 2: ความเต็มใจในการเขียน

ระดับความคิดเห็น (5 = เห็นด้วยอย่างยิ่ง, 4 = เห็นด้วย, 3 = ไม่แน่ใจ, 2 = ไม่เห็นด้วย, 1 = ไม่เห็นด้วยอย่างยิ่ง)

ที่	ข้อความ	ระดับความคิดเห็น				
		5	4	3	2	1
1	ข้าพเจ้าชอบเขียนภาษาอังกฤษเพราะข้าพเจ้าสามารถสื่อความคิดของตนเองได้					
2	ข้าพเจ้าชอบเขียนภาษาอังกฤษ					
3	ข้าพเจ้าคิดว่าการเรียนการเขียนภาษาอังกฤษเป็นสิ่งสำคัญ					
4	ทักษะการเขียนภาษาอังกฤษเป็นสิ่งสำคัญสำหรับข้าพเจ้า					
5	การเขียนภาษาอังกฤษสนุก					
6	ข้าพเจ้าสามารถเขียนภาษาอังกฤษได้ดี					
7	ถึงแม้ว่าข้าพเจ้าไม่รู้หลักหลักไวยากรณ์ ข้าพเจ้าก็จะพยายามเขียน					
8	ถึงแม้ว่าข้าพเจ้าไม่รู้คำศัพท์ ข้าพเจ้าก็จะพยายามเขียน					
9	ข้าพเจ้าจะรวบรวมความคิดก่อนการเขียนเป็นภาษาอังกฤษ					
10	ข้าพเจ้าสามารถเขียนภาษาอังกฤษเมื่อข้าพเจ้าต้องการเขียน					
11	ข้าพเจ้าต้องจัดลำดับความคิดก่อนที่จะเขียนเป็นภาษาอังกฤษ					
12	ข้าพเจ้ามีความสามารถทางภาษาอังกฤษเพียงพอที่จะเขียนเป็นภาษาอังกฤษ					
13	ข้าพเจ้าพึงพอใจในความสามารถทางการเขียนภาษาอังกฤษของข้าพเจ้า					
14	ข้าพเจ้ารู้สึกพึงพอใจในงาน/เรื่อง/หัวข้อที่ข้าพเจ้าเขียน					
15	ข้าพเจ้าคิดว่าการเขียนภาษาอังกฤษสิ่งสำคัญต่ออาชีพในอนาคตของข้าพเจ้า					
16	ข้าพเจ้าคิดว่าการศึกษาสามารถพัฒนาทักษะการเขียนภาษาอังกฤษของข้าพเจ้าได้					
17	ข้าพเจ้าฝึกเขียนภาษาอังกฤษเพื่อพัฒนาทักษะการเขียนของข้าพเจ้า					
18	ข้าพเจ้าชอบรายวิชาที่ให้ผู้เรียนฝึกเขียนบ่อยๆ					
19	การฝึกเขียนภาษาอังกฤษถือว่าเป็นประสบการณ์ที่ดี					
20	ข้าพเจ้ารู้สึกมั่นใจในความสามารถในการสื่อความคิดของข้าพเจ้าเมื่อได้เขียนเป็นภาษาอังกฤษ					

ที่	ข้อความ	ระดับความคิดเห็น				
		5	4	3	2	1
21	ข้าพเจ้าชอบจดบันทึกสิ่งที่เกิดขึ้นในชีวิตประจำวันเป็นภาษาอังกฤษ					
22	ข้าพเจ้าชอบเขียนเป็นภาษาอังกฤษแม้ว่าจะไม่มีคะแนนการเขียน					
23	ข้าพเจ้ามีแรงจูงใจที่จะเขียนภาษาอังกฤษในห้องเรียน					
24	ข้าพเจ้าชอบงานเขียนที่ทำทลายความสามารถของข้าพเจ้า					
25	ข้าพเจ้าตั้งตารอที่จะเขียนเป็นภาษาอังกฤษ					
26	ข้าพเจ้าพร้อมที่จะเขียนเมื่อครูสั่งงานเขียนภาษาอังกฤษ					
27	ข้าพเจ้าไม่กังวลเรื่องไวยากรณ์เมื่อข้าพเจ้าได้เขียนเป็นภาษาอังกฤษ					
28	ข้าพเจ้าทุ่มเทความสามารถเต็มที่เมื่อเขียนเป็นภาษาอังกฤษ					
29	ข้าพเจ้าอยากเขียนเป็นภาษาอังกฤษแม้จะอยู่นอกห้องเรียน					
30	การเขียนเพื่อการสื่อสารเป็นเรื่องที่สนุก					
31	ข้าพเจ้าจะเลือกเรียนวิชาการเขียนภาษาอังกฤษแม้ว่าจะไม่ใช่วิชาบังคับ					
32	ข้าพเจ้าอยากให้คนอื่นอ่านงานเขียนของข้าพเจ้า					

แบบสอบถาม (Post-Questionnaire)

แบบสอบถามนี้ได้จัดทำขึ้นเพื่อสอบถามความคิดเห็นของนักเรียนที่มีต่อการเขียนภาษาอังกฤษ ให้นักเรียนกรอกแบบสอบถามนี้ตามความเป็นจริง ทั้งนี้ คำตอบที่ได้จากแบบสอบถามจะถูกเก็บเป็นความลับ และไม่มีผลกระทบใดๆ ทั้งต่อตัวนักเรียนและต่อผลการเรียนของนักเรียนแต่อย่างใด ขอขอบคุณที่ให้ความร่วมมือ

คำชี้แจง

ให้นักเรียนกรอกข้อความ ทำตามคำสั่ง หรือทำเครื่องหมาย (✓) ในช่องสี่เหลี่ยมหรือในคอลัมน์ที่ตรงกับคำตอบของนักเรียนมากที่สุด

แบบสอบถามฉบับนี้ประกอบด้วย 3 ส่วน

- ส่วนที่ 1 การเขียนภาษาอังกฤษ
- ส่วนที่ 2 การใช้บันทึกเขียนสนทนาโต้ตอบ
- ส่วนที่ 3 ความเต็มใจในการเขียนภาษาอังกฤษ

ส่วนที่ 1: การเขียนภาษาอังกฤษ

ระดับความคิดเห็น (5 = เห็นด้วยอย่างยิ่ง, 4 = เห็นด้วย, 3 = ไม่แน่ใจ, 2 = ไม่เห็นด้วย, 1 = ไม่เห็นด้วยอย่างยิ่ง)

ที่	ข้อความ	ระดับความคิดเห็น				
		5	4	3	2	1
1	ข้าพเจ้าชอบเขียนภาษาอังกฤษเพราะข้าพเจ้าสามารถสื่อความคิดของตัวเองได้					
2	ข้าพเจ้าชอบเขียนภาษาอังกฤษ					
3	ข้าพเจ้าคิดว่าการเรียนการเขียนภาษาอังกฤษเป็นสิ่งสำคัญ					
4	ทักษะการเขียนภาษาอังกฤษเป็นสิ่งสำคัญสำหรับข้าพเจ้า					
5	การเขียนภาษาอังกฤษสนุก					
6	ข้าพเจ้าสามารถเขียนภาษาอังกฤษได้ดี					
7	ถึงแม้ว่าข้าพเจ้าไม่รู้หลักหลักไวยากรณ์ ข้าพเจ้าก็จะพยายามเขียน					
8	ถึงแม้ว่าข้าพเจ้าไม่รู้คำศัพท์ ข้าพเจ้าก็จะพยายามเขียน					
9	ข้าพเจ้าจะรวบรวมความคิดก่อนการเขียนเป็นภาษาอังกฤษ					
10	ข้าพเจ้าสามารถเขียนภาษาอังกฤษเมื่อข้าพเจ้าต้องการเขียน					
11	ข้าพเจ้าต้องจัดลำดับความคิดก่อนที่จะเขียนเป็นภาษาอังกฤษ					
12	ข้าพเจ้ามีความสามารถทางภาษาอังกฤษเพียงพอที่จะเขียนเป็นภาษาอังกฤษ					
13	ข้าพเจ้าพึงพอใจในความสามารถทางการเขียนภาษาอังกฤษของข้าพเจ้า					
14	ข้าพเจ้ารู้สึกพึงพอใจในงาน/เรื่อง/หัวข้อที่ข้าพเจ้าเขียน					
15	ข้าพเจ้าคิดว่าการเขียนภาษาอังกฤษสิ่งสำคัญต่ออาชีพในอนาคตของข้าพเจ้า					
16	ข้าพเจ้าคิดว่าการฝึกเขียนสามารถพัฒนาทักษะการเขียนภาษาอังกฤษของข้าพเจ้าได้					
17	ข้าพเจ้าฝึกเขียนภาษาอังกฤษเพื่อพัฒนาทักษะการเขียนของข้าพเจ้า					
18	ข้าพเจ้าชอบรายวิชาที่ให้ผู้เรียนฝึกเขียนบ่อยๆ					
19	การฝึกเขียนภาษาอังกฤษถือว่าเป็นประสบการณ์ที่ดี					
20	ข้าพเจ้ารู้สึกมั่นใจในความสามารถในการสื่อความคิดของข้าพเจ้าเมื่อได้เขียนเป็นภาษาอังกฤษ					
21	ข้าพเจ้าชอบจดบันทึกสิ่งที่เกิดขึ้นในชีวิตประจำวันเป็นภาษาอังกฤษ					
22	ข้าพเจ้าชอบเขียนเป็นภาษาอังกฤษแม้ว่าจะไม่มีคะแนนการเขียน					
23	ข้าพเจ้ามีแรงจูงใจที่จะเขียนภาษาอังกฤษในห้องเรียน					
24	ข้าพเจ้าชอบงานเขียนที่ทำทลายความสามารถของข้าพเจ้า					

ที่	ข้อความ	ระดับความคิดเห็น				
		5	4	3	2	1
25	ข้าพเจ้าตั้งตารอที่จะเขียนเป็นภาษาอังกฤษ					
26	ข้าพเจ้าพร้อมที่จะเขียนเมื่อครูสั่งงานเขียนภาษาอังกฤษ					
27	ข้าพเจ้าไม่กังวลเรื่องไวยากรณ์เมื่อข้าพเจ้าได้เขียนเป็นภาษาอังกฤษ					
28	ข้าพเจ้าทุ่มเทความสามารถเต็มที่เมื่อเขียนเป็นภาษาอังกฤษ					
29	ข้าพเจ้าอยากเขียนเป็นภาษาอังกฤษแม้จะอยู่นอกห้องเรียน					
30	การเขียนเพื่อการสื่อสารเป็นเรื่องที่สนุก					
31	ข้าพเจ้าจะเลือกเรียนวิชาการเขียนภาษาอังกฤษแม้ว่าจะไม่ใช่วิชาบังคับ					
32	ข้าพเจ้าอยากให้คนอื่นอ่านงานเขียนของข้าพเจ้า					

ส่วนที่ 2 การใช้บันทึกเขียนสนทนาโต้ตอบ

ระดับความคิดเห็น (5 = เห็นด้วยอย่างยิ่ง, 4 = เห็นด้วย, 3 = ไม่แน่ใจ, 2 = ไม่เห็นด้วย, 1 = ไม่เห็นด้วยอย่างยิ่ง)

ที่	ข้อความ	ระดับความคิดเห็น				
		5	4	3	2	1
ความคิดเห็นต่อการเขียนบันทึกสนทนาโต้ตอบ						
1	ฉันชอบบันทึกสนทนาโต้ตอบเพราะฉันสามารถแสดงความคิดเห็นหรือถ่ายทอดประสบการณ์ส่วนตัวของตนเองได้					
2	ฉันชอบบันทึกสนทนาโต้ตอบเพราะฉันสามารถเลือกหัวข้อในงานเขียนที่ตัวเองสนใจได้					
3	ฉันชอบบันทึกสนทนาโต้ตอบเพราะฉันมีอิสระที่จะเขียนและถ่ายทอดในสิ่งที่ตนเองต้องการ					
4	ฉันชอบบันทึกสนทนาโต้ตอบเพราะฉันไม่ต้องกังวลเรื่องคุณภาพของงานเขียนตนเอง					
5	ฉันชอบบันทึกสนทนาโต้ตอบเพราะฉันไม่ต้องกังวลเรื่องคะแนนในงานเขียน					
6	ฉันชอบบันทึกสนทนาโต้ตอบเพราะฉันไม่ต้องกังวลเรื่องไวยากรณ์					
7	ฉันชอบบันทึกสนทนาโต้ตอบเพราะฉันสามารถแลกเปลี่ยนบันทึกกับเพื่อน					
8	ฉันชอบบันทึกสนทนาโต้ตอบเพราะฉันสามารถพัฒนาความสามารถในการเขียน					
9	ฉันชอบบันทึกสนทนาโต้ตอบเพราะทำให้ภาษาอังกฤษสนุกขึ้น					
10	ฉันชอบบันทึกสนทนาโต้ตอบเพราะฉันชอบให้เพื่อนอ่านและตอบกลับงานเขียนของฉัน					

วนที่ 3 ความเต็มใจในการเขียนภาษาอังกฤษ

ระดับความคิดเห็น (5 = เห็นด้วยอย่างยิ่ง, 4 = เห็นด้วย, 3 = ไม่แน่ใจ, 2 = ไม่เห็นด้วย, 1 = ไม่เห็นด้วยอย่างยิ่ง)

ที่	ข้อความ	ระดับความคิดเห็น				
		5	4	3	2	1
1	ฉันเต็มใจเมื่อต้องฝึกฝนการเขียนภาษาอังกฤษ					
2	ข้าพเจ้าเต็มใจที่จะเขียนบันทึกเป็นภาษาอังกฤษ					
3	ข้าพเจ้าเต็มใจที่จะสนทนโต้ตอบด้วยการเขียนนอกห้องเรียน					
4	ข้าพเจ้าเต็มใจที่จะเขียนภาษาอังกฤษแม้ว่าฉันจะเขียนผิดไวยากรณ์					
5	ข้าพเจ้าเต็มใจที่จะอ่านและเขียนโต้ตอบงานเขียนของเพื่อนฉัน					
6	ข้าพเจ้าเต็มใจที่จะจดบันทึกสิ่งที่เกิดขึ้นในชีวิตประจำวันเป็นภาษาอังกฤษ					
7	ฉันเต็มใจที่จะจดบันทึกเป็นภาษาอังกฤษ					

Appendix E
Topics for Dialogue Journal Writing

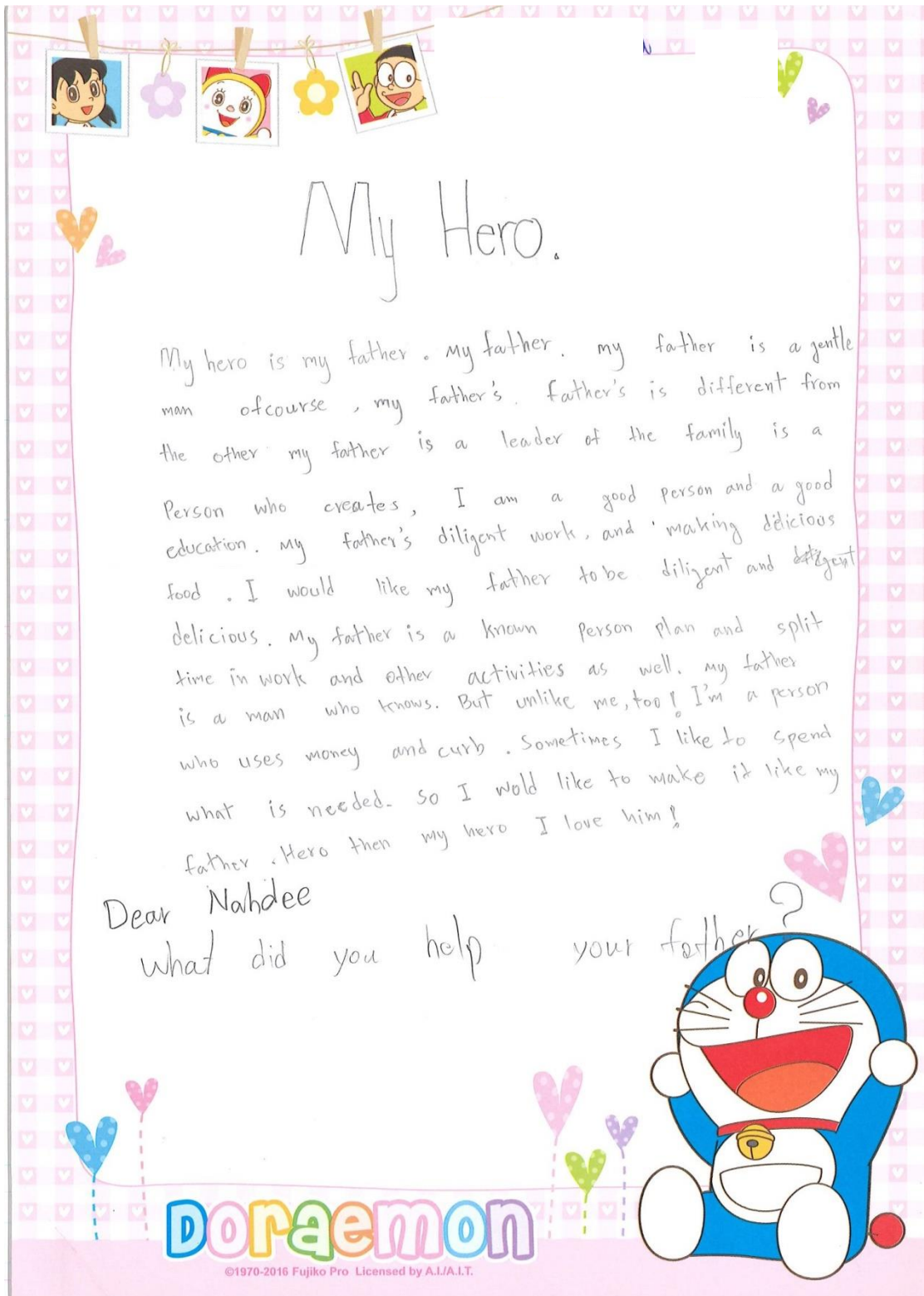
Guided Topic for Dialogue journal writing

1. Future vacation
2. My hero
3. Family
4. Future plan
5. Dream job
6. My school
7. My previous school
8. Hobby
9. Good incident
10. Bad incident
11. Hari Raya / Eid celebration
12. Ramadan
13. Food I don't like
14. Food I like
15. Best friend
16. Free time
17. A sport I good at
18. My favorite teacher
19. My favorite season
20. My favorite pet
21. A book I just read
22. Why I love to sing
23. Why I don't like school
24. Learning to ride motorbike
25. My favorite cartoon character
26. My hometown
27. English homework

Appendix F
Writing Paper of Dialogue Journals



Appendix G
Sample of Journal Entries



Freetime

I wake up ~~to~~ in the morning to pray
 Then read AL-Quram before to school
 I am go to school to read a book every
 morning ~~to~~ Evening ~~to~~ study spicial
 and play football every night I am
 do home werk I am So happy

My dear Mr. Hanif

and my dad

Very good friend

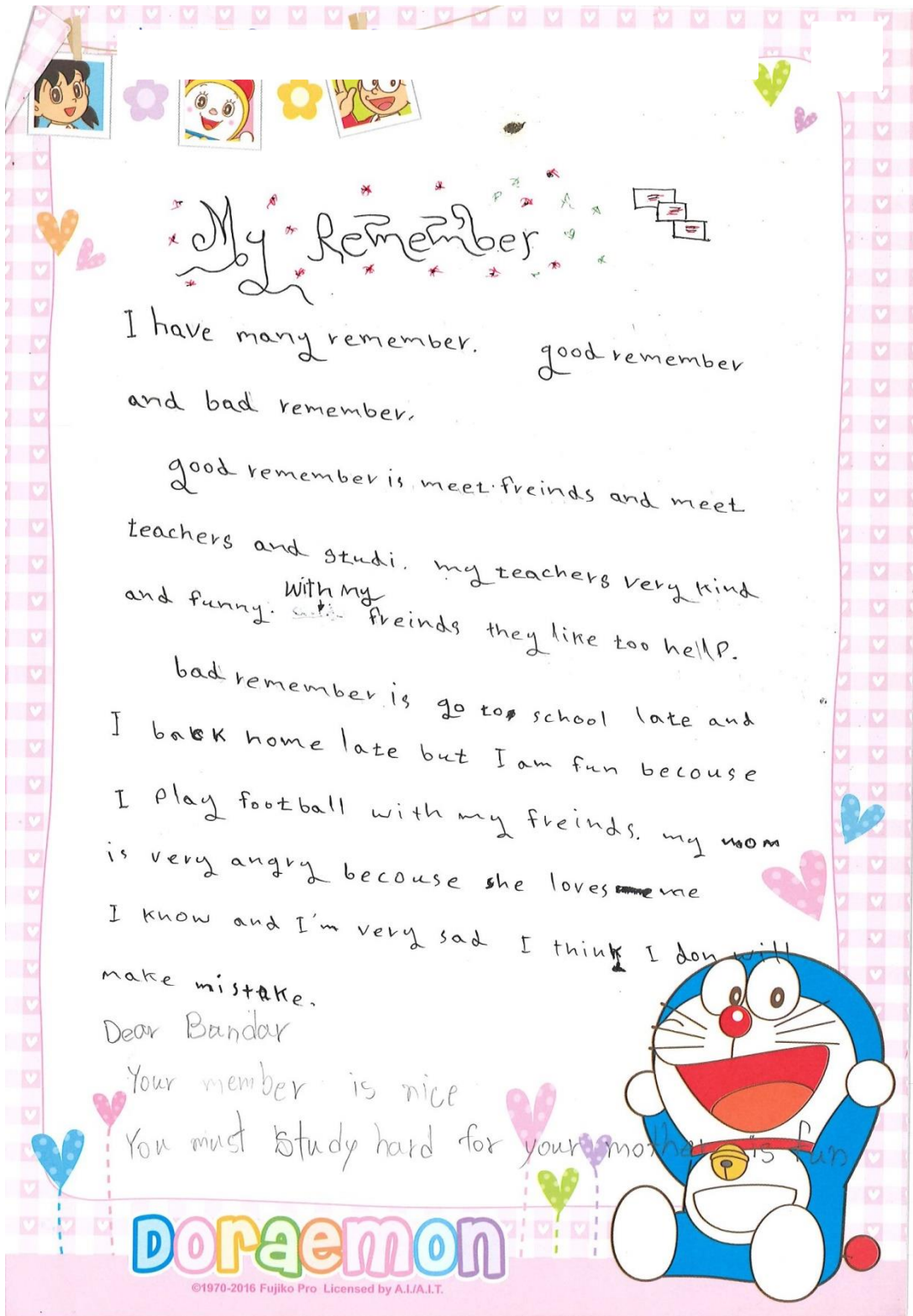
Mr. Muhammad Pahlony

Ms. Hanif



(Hanif

Pahlony)



My Remember

I have many remember. good remember
and bad remember.

good remember is meet freinds and meet
teachers and studi. my teachers very kind
and funny. ^{with my} freinds they like too hellp.

bad remember is go to school late and
I back home late but I am fun becouse
I play football with my freinds. my mom
is very angry becouse she loves ~~me~~ me
I know and I'm very sad I think I don't will
make mistake.

Dear Bandar
Your member is nice
You must study hard for your mother is fun

DORAEMON

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PAPER 1
LOW PROFICIENCY STUDENTS' ATTITUDES TOWARD ENGLISH
WRITING, DIALOGUE JOURNAL WRITING AND THEIR
WILLINGNESS TO WRITE IN ENGLISH

Low Proficiency Students' Attitudes toward English Writing, Dialogue Journal Writing and their Willingness to Write in English

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Abstract

This study aimed to examine the students' attitudes toward English writing, the use of dialogue journals and examine whether students' willingness to write increased after the use of dialogue journals. Twenty-nine Mattayom Suksa 4 (grade 10) students in an Islamic private school participated in this 14-week study. Each was required to write a journal once a week. The dialogue journal was responded by a peer with a comparable level of English proficiency. Journal entries and three sets of questionnaires were used as instrument for data collection. The students' responses to questionnaire toward English writing, the use of dialogue journal writing (DJW) and their willingness to write were quantitatively analyzed. The results revealed that students had positive attitudes toward writing in English, the use of DJW, and they were more willing to write after the implementation of dialogue journal writing.

Keywords: Low proficiency students, English writing, dialogue journal writing, willingness to write

1. Background

Writing is one of the most important skills that must be mastered by first and second language learners (Dueraman, 2012; 2015). Writing provides opportunity for students to express their feelings, opinions, ideas, and thoughts on specific topics and exhibit their knowledge of different contents (Baker, Chard, Ketterlin-Geller, Apichatabutra, & Doabler, 2009). To convey the ideas and thoughts effectively, writers need to develop skills and knowledge in unifying ideas and information using complex structures, grammar, and punctuations (Baker et al., 2009). Writing is considered one of the most complex skills to acquire among the four major skills in English (Al_Sawalha & Chow, 2012). Therefore, writing is a challenge for those who have poor background in English language, especially ESL and EFL learners.

In Thai context, according to National Education Act B.E.2542 Thai students study English for twelve years from primary education to secondary education. Yet,

most Thai learners are unable to use it effectively (Dueraman, 2012; Noom-ura, 2013). This is evident in the result of the O-NET test (Ordinary National Educational Test) which showed that learners' scores in English, one of the five subjects all Thai students have to take in order to complete their primary and secondary education, is the lowest compared to the scores of other core subjects in all educational levels (National Institute of Educational Testing Service [NIETS], 2016). Average English scores of Thai primary school students those in Grade 1-6 during 2014 – 2016 were, from the total of 100, 40.31, 34.59, and 36.34, respectively. The average scores of lower secondary school students were 30.62, 31.80 and 30.45; among 420,000 upper secondary school students taking the test, the average scores were 24.98, 27.76 and 28.31, respectively (NIETS, 2016).

The O-Net scores issue is particularly severe among Islamic private school students in three southern border provinces of Thailand, a majority of whom are Muslims with Malay as their mother tongue. The average English scores of the students of Islamic private schools in the three Southern border provinces are the lowest when compared to the scores of students in the other parts of Thailand. From a total of 100, the average English scores of Islamic private school students were from 30.28, 32.25, and 28.26 during 2014 – 2016, the lowest score compared to other core subjects (NIETS, 2016).

According to Dhanasobhon (2006, cited in Noom-ura, 2013), the main factors contributing to the high level of failure in teaching and learning English language in Thailand are unqualified and poorly trained teachers, poorly motivated students, mixed-ability learners in a large class, and lack of opportunities for student's exposure to English. Noom-ura's study (2013) on the problems of teaching English language found that teaching writing was ranked the most serious problems by Thai teachers. Plus, new approaches to teaching writing should be explored in order to enhance EFL learners' writing skills.

Approaches to teaching English writing are one of the factors resulting in students' low performance. Writing pedagogy in Thailand is likely to be traditional method, which student is directed by teacher to learn through memorization and recitation but not developing critical thinking skills, and teacher-centered instruction, when teacher transmits knowledge to students who are passively receiving information (Chiramanee & Kulprasit, 2014; Dueraman, 2012; Noom-ura, 2013). This claim is in line with Shih (1999) asserting that in Asian academic setting writing is typically taught by traditional approaches, comprising of grammar translation, audiolingual, and teacher-centered approach. Teaching writing tends to focus on

learning parts of speech, sentence fragments and linking simple into complex sentences, which are significantly less effective than process method (Baker et al., 2009). With such writing approaches, the students are not able to communicate their thoughts through written form of communication that they have learned (Chiramanee & Kulprasit, 2014).

Another cause of Thai students' failure at mastering English writing is the inadequacy of their language knowledge, lack of confidence and opportunity to write (Dueraman, 2012). This may result in their unwillingness to participate in writing tasks, which will make the classroom remain only teacher-centered (Dueraman, 2012).

The students' failure and difficulty in writing in English can be addressed through implementing a writing technique, which can encourage students to explore topics, gather ideas from their own experiences, and use draft and revision in their writing (Reid, 1993, cited in Tanner & Clement, 1997). This technique widely used in the past decade by ESL teachers is dialogue journal writing (DJW), which has been proved that it can enhance students' writing abilities (Chiramanee & Kulprasit, 2014; Liao & Wong, 2010; Rattanaintanin, 2017).

Dialogue Journals is an on-going written conversation performed between a student and teacher who communicate regularly. Students write to the teacher and the teacher responds to students' comments and questions, or asks questions, and also introduces new topics. The teacher's main concerns are not on grammatical correctness of the student's writing (Peyton, 1987), but on writing's quantity and fluency.

Dialogue journals stimulate eloquent on-going conversations in a social environment while students have practice in writing. Students come into a non-threatening atmosphere and non-graded written conversation with a partner in dialogue writing condition. Students also control the amount of content of conversation in the writing (Hail, George, & Hail, 2013; Peyton, 1987).

Dialogue journal writing is expected to provide opportunities for learners to take responsibility of their own language learning and skill development in collaborative learning environment in a student-centered era of teaching and learning (Liao & Wong, 2010; Yoshihara, 2008). Liao and Wong (2010) examined effects of dialogue journal writing on forty-one tenth grader students in Taiwan. The findings showed positive effects of using dialogue journals, which helped improve the students' English writing proficiency in terms of content, organization, and vocabulary, improve students' writing fluency, enhance students' overall reflective awareness, reduce English writing anxiety and increase self-confidence in English

writing, and raise intrinsic motivation on English writing. Additionally, students' attitudes toward dialogue journal writing positively increased.

As the nature of dialogue journals is ongoing written conversation between students and partners who could be peers or a teacher, the focus is on social interaction through collaboration between peer-peer and/or student-teacher in the conversation. Vygotsky (1978, p. 90) emphasized the term 'learning' that "learning is a necessary and universal aspect of the process of developing culturally organized, specifically human psychological function". He asserts that cognitive development derives from social interactions from guided learning within the Zone of Proximal Development (ZPD) as children and their partners co-construct knowledge. According to Vygotsky (1978 p.86), Zone of Proximal Development (ZPD) is "the distance between actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers." In other words, the difficult skills that students require to master on their own can be done by guidance and encouragement from a knowledgeable partner.

Many studies have also shown that dialogue journal writing helps develop positive attitudes toward writing among learners and increase their willingness to take risk to write (Chiramanee and Kulprasit, 2014; Liao & Wong, 2010; Rattanaintanin, 2017). Studies have shown that an anxiety-free writing context like dialogue journals boosts students' willingness to discover their thinking and manifest their ideas (Hail et al., 2013; Liao & Wong, 2010; Puengpipattrakul, 2014). In dialogue journal writing where the atmosphere is free, teacher and learner interaction is negotiable. The incorporation of forms, contents, contexts, needs and purposes is the most obvious feature of dialogue journal writing, which is a comprehensive approach (Mirhosseini, 2009).

Dialogue journals are widely used in the classroom in different countries nowadays (Hail, et al., 2013; Kim, 2011; Liao & Wong, 2010; Schwarzer, 2004). However, there are relatively few studies on dialogue journals in Thailand. Among these few studies are the ones conducted by Chiramanee and Kulprasit (2014), Rattanaintanin (2017), Pawapatcharaudom (2007), and Puengpipattrakul (2009; 2014). Moreover, most of the studies on dialogue journals focus on student and teacher interaction. Few studies such as Chiramanee and Kulprasit (2014) and Rattanaintanin (2017) have been conducted using peers as a partner in written conversation. Hail et al., (2013) suggest implementing a study of student-student dialogue journal program in the classroom since the results of their study showed that the student-student

group freely wanted to write more, in addition to avoid time constraint for a teacher to respond students' writing.

Thai students are having English writing problems and there have been few studies in Thailand on students' attitudes toward dialogue journals, and also a lack of studies on the effects of dialogue journals toward willingness to write. Therefore, this study is conducted to investigate the use of dialogue journals in helping Thai students, particularly the low proficiency ones, to write in English, and enhancing learners' willingness to write in the dialogue writing practice with their peer as a partner and to examine whether this method of teaching writing works in the context of Thailand and whether it has the effects on their willingness to write.

2. Purposes of the Study

The objectives of this study are to investigate poor students' attitudes toward English writing, the use of dialogue journals, and their willingness to write after the use of dialogue journals. Based on these purposes, this study is undertaken to investigate the following questions:

2.1 What are the participants' attitudes towards English writing before and after the use of dialogue journals?

2.2 What are the participants' attitudes toward the use of dialogue journals?

2.3 Does the use of dialogue journals help increase participants' willingness to write?

3. Research Methodology

3.1. Participants

The purposive sampling was used for participant selection. The participants were in one of seven classes in the Mattayom 4 (grade 10) in the Islamic private school in Pattani, and were selected based on their O-NET scores of Mattayom 3 (grade 9) taken in 2016. The selected class had the lowest average score, 27.65 out of 100, among seven classes. The participants of this study were 32 Mattayom 4 male students (grade 10). Three participants dropped out before the completion of the study. A total of 29 remained in the study.

3.2. Instruments

Two sets of instruments were employed in this study: a journal entry and questionnaires.

3.2.1 Dialogue Journal Entry

Each participant was required to write dialogue journals in the classroom once a week, 30 minutes throughout 14 weeks. The students were encouraged to write on guided topics with unlimited length of content without worrying about grammar accuracy. A list of guided topics was neutral and common to participants. The participants were paired with their friends with a comparable level of English proficiency based on O-NET score. The dialogue journals were read and responded in English by a peer every week. The journal entries were weekly submitted to the teacher.

3.2.2 Questionnaires

Pre- and post- questionnaires were administered to assess students' attitudes toward English writing, the use of dialogue journal writing, and their willingness to write in English. The questionnaires were adapted from those of Chiramanee and Kulprasit (2014) and Liao and Wong, (2010).

3.2.2.1 Questionnaire on Writing in English

A questionnaire on writing in English was administered in the pre- and post-study to find out students' attitudes toward writing in English. The questionnaire consisting of 32 items on attitudes toward writing in English was organized in five point Likert scales ranging from *strongly agree* to *strongly disagree*. The questionnaire on writing in English was analyzed and described using the criteria for interpreting the mean score by Clason and Dormody (1994) as follows: 4.21 – 5.00 = strongly agree (highly positive); 3.41 – 4.20 = agree (positive); 2.61 – 3.40 = moderately agree (neutral); 1.81 – 2.60 = disagree (negative); 1.00 – 1.80 = strongly disagree (highly negative). In order to examine the reliability coefficient of the questionnaires, Cronbach's alpha was used to determine the internal consistency of the items. The overall Cronbach's alpha of the questionnaire on writing in English was 0.919, signifying that the questionnaire had high internal consistency.

3.2.2.2 Questionnaire on the Use of Dialogue Journals

A questionnaire on the participants' attitudes toward the use of dialogue journals consisted of 10 items and was organized in five point Likert scale ranging from *strongly agree* to *strongly disagree*. The questionnaire was administered after the treatment, According to Clason and Dormody (1994), the mean scores of their responses were interpreted as follows: 4.21 – 5.00 = strongly agree (highly positive); 3.41 – 4.20 = agree (positive); 2.61 – 3.40 = moderately agree (neutral); 1.81

– 2.60 = disagree (negative); 1.00 – 1.80 = strongly disagree (highly negative). Cronbach's alpha was employed to find out the internal consistency of the items. The overall Cronbach's alpha of the questionnaire on the use of dialogue journals was 0.824, suggesting that the questionnaire had high internal consistency.

3.2.2.3 Questionnaire on Willingness to Write

A questionnaire on participants' willingness to write was administered after the implementation of dialogue journals. The questionnaire consisting of 7 items was organized in five point Likert scale ranging from *very willing* to *very unwilling*. The questionnaire on willingness to write was analyzed and described according to Clason and Dormody (1994), the mean scores of responses were interpreted as follows: 4.21 – 5.00 = very willing; 3.41 – 4.20 = willing; 2.61 – 3.40 = neutral; 1.81 – 2.60 = unwilling; 1.00 – 1.80 = very unwilling. In order to examine the reliability coefficient of the questionnaires, Cronbach's alpha was employed to find out the internal consistency of the items. The overall Cronbach's alpha of the questionnaire on willingness to write was 0.841, indicating that the questionnaire had high internal consistency.

3.3. Data Collection Procedures

The study was conducted for 14 weeks. The process was as follows:

1. In the beginning of the semester of the academic year 2017 (July – October), the participants completed a questionnaire on their attitudes toward writing in English and that on their willingness to write (Week 1).

2. The participants were introduced to purposes of the study and guided on the use of dialogue journal. The students were assigned to write 10 dialogue journals in the class from week 2 to week 13, one dialogue journal per week on a choice of topics provided. The students had freedom to choose their own topic from several guided topics. The students were paired with those relatively similar O-NET score so that they would feel comfortable to write and respond in English to each other. Each student gave responses to the partner's writing back and forth. The dialogue journals with peer response took place in the classroom. Each piece of journal was submitted to the researcher who was their teacher responsible for the English class. Grammar in the students' journals was not corrected and graded. However, the data of students' grammatical errors commonly found were collected by the researcher and presented to the participants every three-week period so that they learned to improve their writing skills.

3. In week 14 after 12-week period of dialogue journal writing, the students were asked to take three sets of questionnaires on English writing, attitudes toward the use of dialogue journal, and their willingness to write after implementing dialogue journals again.

3.4. Data Analysis

The scores on the five-point scale in pre- and post- questionnaires on English writing were analyzed by a paired sample t-test and the scores of both questionnaires on the use of dialogue journals and their willingness to write were analyzed by descriptive statistics and a t-test

4. Findings

4.1 Participants' Attitudes toward Writing in English

The results of the participants' responses and the detailed items of their responses to the questionnaire on writing in English are presented in Table 1 and Table 2.

Table 1 Participants' Attitudes toward English Writing Before and After the Study

Pre-study			Post-study			Mean Diff	t-value	Sig. (2-tailed)
Mean	S.D.	Level	Mean	S.D.	Level			
3.51	.603	Positive	3.78	.519	Positive	0.27	-2.663	.013*

*p < .05

Table 1 shows the pre-study mean score of participants' attitudes toward writing in English was 3.51 out of 5, (S.D. = .603) while the post-study mean score of their attitudes toward writing in English significantly increased to 3.78 (S.D. = .519, $t = -2.663$, $p < .05$). This shows that the participants developed significantly more positive attitudes toward English writing after the use of dialogue journals, indicating that dialogue journals helped improve their attitudes toward writing..

Table 2 Detailed items of Participants' Attitudes toward English Writing Before and After the Study

Item No.	Statements	Pre-test			Post-test			t-value	Sig. (2-tailed)
		Mean	S.D.	Level	Mean	S.D.	Level		
2	I enjoy writing in English.	3.41	1.083	Positive	4.11	.974	Positive	-3.425	.002**
22	I like to write even if my writing will not be graded.	2.89	1.219	Neutral	3.67	1.038	Positive	-3.314	.003**
1	I like English writing because I can express my ideas.	3.37	.629	Neutral	3.93	.829	Positive	-2.964	.006**
6	I am good at writing in English.	2.74	.813	Neutral	3.22	.751	Neutral	-2.675	.013*
18	I like classes that require a lot of writing.	3.30	1.068	Neutral	3.89	.934	Positive	-2.672	.013*
32	I want others to read my writing in English.	3.30	1.171	Neutral	3.85	1.167	Positive	-2.308	.029*
21	I like to write down what happen in my daily life in English.	2.56	.974	Negative	3.15	1.322	Neutral	-2.254	.033*
12	I think I have sufficient English knowledge to write easily.	3.11	1.155	Neutral	3.59	.844	Positive	-2.164	.040*
25	I look forward to writing in English.	3.19	1.111	Neutral	3.67	.679	Positive	-2.105	.045*
14	I am satisfied with my writing work/topic in English.	3.33	1.109	Neutral	3.89	1.050	Positive	-2.068	.049*
27	I am not worried about grammar when writing	3.19	1.111	Neutral	3.67	1.038	Positive	-2.050	.051*

Item No.	Statements	Pre-test			Post-test			t-value	Sig. (2-tailed)
		Mean	S.D.	Level	Mean	S.D.	Level		
	in English.								
15	I think writing in English is important in my future career.	4.63	.629	Highly positive	4.26	.903	Highly Positive	1.845	.076
20	I feel confident in my ability to clearly express my ideas when writing in English.	2.96	.940	Neutral	3.41	1.083	Positive	-1.623	.117
23	I am motivated to write in English in my classes.	3.37	1.079	Neutral	3.81	1.075	Positive	-1.564	.130
9	I gather my ideas before writing in English.	3.52	.893	Positive	3.78	.847	Positive	-1.369	.183
24	I enjoy writing assignments that challenge me.	3.37	1.115	Neutral	3.70	.775	Positive	-1.363	.185
19	Practicing writing is a very pleasant experience.	3.74	1.130	Positive	4.11	.847	Positive	-1.308	.202
5	Writing in English is fun.	3.63	1.079	Positive	3.93	1.141	Positive	-1.247	.223
26	I am ready to write when my teacher assigns a writing activity.	3.44	1.188	Positive	3.74	1.023	Positive	-1.114	.275
10	I am ready to write in English whenever I want to.	3.15	1.099	Neutral	3.37	.967	Neutral	-1.063	.297
7	When I have trouble about grammar in my writing, I still keep writing.	3.74	1.095	Positive	4.00	.877	Positive	-1.045	.306
30	Writing to communicate in English is fun.	4.19	1.001	Positive	4.00	1.000	Positive	.926	.363

Item No.	Statements	Pre-test			Post-test			t-value	Sig. (2-tailed)
		Mean	S.D.	Level	Mean	S.D.	Level		
16	I think practicing English writing can develop my English writing skill.	4.19	.879	Positive	4.04	.940	Positive	.679	.503
28	I give my best effort when writing in English.	3.93	.917	Positive	3.78	1.013	Positive	.660	.515
4	English writing skill is important to me.	3.96	1.055	Positive	4.07	.781	Positive	-.462	.648
3	I think that learning writing is important.	4.33	1.000	Highly Positive	4.44	.847	Highly Positive	-.440	.663
31	I would take English writing courses even if they are not compulsory.	3.70	1.068	Positive	3.78	1.219	Positive	-.337	.739
17	I practice writing in order to improve my writing skills.	3.93	.917	Positive	3.85	1.064	Positive	.303	.764
29	I want to write in English outside classroom.	3.48	1.221	Positive	3.56	1.121	Positive	-.296	.769
11	I organize my thought before writing in English.	3.44	.751	Positive	3.48	1.122	Positive	-.238	.814
13	I am satisfied with my English writing ability.	3.37	1.275	Neutral	3.33	1.000	Neutral	.205	.839
8	Although I don't know vocabulary, I still want to write.	3.81	1.039	Positive	3.85	.770	Positive	-.182	.857
	Average	3.51	.603	Positive	3.78	.519	Positive	-2.663	.013*

**p < .01, *p < .05

In Table 2, the detailed items were rearranged according to the significant increase. The result illustrates the mean scores of the participants' responses to each item of the questionnaire before and after the use of dialogue journals. The pre-study mean scores ranged from 2.56, *negative*, to 4.63, *highly positive*, while the result of the post-study mean scores ranged from 3.15, *neutral*, to 4.44, *highly positive*. This shows more positive attitudes toward English writing after practicing dialogue journals.

The detailed analysis shows that significant improvement was found in 11 out of 32 items after the use of dialogue journal writing. Among the 11 items, the mean scores of three items significantly increased at $p < .01$. That is, the participants enjoyed writing in English (item 2, $t = -3.425$) and they can express their ideas (item 1, $t = -2.964$). Moreover, dialogue journals encouraged them to write even if their writing would not be graded (item 22, $t = -3.314$). The level of attitudes of the participants towards the statements in 3 items was *positive* after the use of dialogue journals.

Eight items significantly increased at $p < .05$. Six out of eight items significantly increased from *neutral* to *highly positive* attitudes. The participants thought they had sufficient English knowledge to write easily (item 12, $t = -2.164$), and were satisfied with their writing work/topic in English (item 14, $t = -2.068$). They liked classes that require a lot of writing (item 18, $t = -2.672$), and looked forward to it (item 25, $t = -2.105$). Additionally, they were not worried about grammar when writing in English (item 27, $t = -2.050$) and they preferred others to read their writing in English (item 32, $t = -2.308$).

An item shows a neutral level of attitudes in both pre- and post-study toward the statement that the participants were good at writing in English; however, the mean scores significantly increased from 2.74 to 3.22 (item 6, $t = -2.675$). In the last item, the mean scores significantly increased from 2.56 to 3.15. Despite having a negative attitude in the pre-study toward the statement that the participants liked to write down what happens in my daily life in English, they showed a neutral level of attitudes in the post-study (item 21, $t = -2.254$). In conclusion, it can be said that the dialogue journals can help boost the participants' attitudes toward writing in English.

4.2.2 Participants' Attitudes toward the Use of Dialogue journal writing

The results of participants' responses to the questionnaire on the attitudes toward the use of dialogue journals are shown in Table 3 below.

Table 3 Participants' Attitudes toward Dialogue Journals

Item o.	Statements	Mean	S.D.	Level of attitudes
3	I like dialogue journals because I have freedom to write whatever I want.	4.00	.877	Positive
10	I like dialogue journals when my friend reads and responds to my writing.	3.85	.907	
4	I like dialogue journals because I don't have to worry about writing quality.	3.78	.847	
9	I like dialogue journals because they make English writing more fun.	3.78	1.013	
2	I like dialogue journals because I can choose my own writing topic.	3.74	.859	
1	I like dialogue journals because I can express my ideas freely.	3.70	.823	
5	I like dialogue journals because my English writing will not be marked.	3.63	1.043	
8	I like dialogue journals because they improve my language ability.	3.59	.931	
6	I like dialogue journals because I don't have to worry about grammatical errors.	3.56	1.013	
7	I like dialogue journals because I can exchange journals with my friend.	3.44	.892	
	Average	3.71	.529	P ositive

As shown in the table 3, the overall participants' responses to dialogue journals shows that they were positive (mean = 3.71). The mean scores of all 10 items ranged from 3.44 to 4.00, showing their level of positive attitudes toward the use dialogue journal writing.

The table shows the participants' positive attitudes toward the use of dialogue journals because of various advantages of the dialogue journals. They had freedom to write whatever they wanted (item 3, $\bar{x} = 4.00$) and they liked when their friend read and responded to their writing (item 10, $\bar{x} = 3.85$). Dialogue journals

helped them not to worry about writing quality (item 4, $\bar{x} = 3.78$) and made English writing more fun (item 9, $\bar{x} = 3.78$). Through dialogue journals, the participants could choose their own writing topic (item 2, $\bar{x} = 3.74$) as well as express their ideas freely (item 1, $\bar{x} = 3.70$) without their English writing being marked (item 5, $\bar{x} = 3.63$). In addition, they liked dialogue journals because they could improve their language ability (item 8, $\bar{x} = 3.59$) while they did not have to worry about grammatical errors (item 6, $\bar{x} = 3.56$) and they could exchange journals with friend (item 7, $\bar{x} = 3.44$).

4.2.3 Willingness to Write

The results of participants' response to the questionnaire on their willingness to write after the use of the dialogue journals are demonstrated in the table 4 below.

Table 4 Participants' Willingness to Write after the Use of Dialogue Journals

Item No.	Statements	Mean	S.D.	Level of Willingness
7	I am willing to take notes in English.	4.00	.832	Willing
4	I am willing to write in English whether there are grammatical errors.	3.96	1.018	
5	I am willing to read and respond to my friend English writing.	3.89	.847	
2	I am willing to write journals in English.	3.85	.818	
6	I am willing to write down what happens in my daily life in English.	3.85	.662	
3	I am willing to write dialogue journal outside classroom.	3.78	.847	
1	I am willing to practice my English writing.	3.74	1.023	
	Average	3.92	.745	Willing

Table 4 indicates that the participants were willing to write after the practice of dialogue journal for 14 weeks. The total score was 3.92 out of 5. After implementing dialogue journals in the classroom, the participants expressed their willingness to write in English.

All items ranged from 3.74 – 4.00 out of 5, which indicated that the participants exhibited a *willing* level to write in all aspects after the use of dialogue. The participants were willing to take notes (item 7, $\bar{x} = 4.00$) and write in English regardless of grammatical errors (item 4, $\bar{x} = 3.96$) as well as to read and response to

their friends' English writing (item 5, $\bar{x} = 3.89$). They were also willing to write journals (item 2, $\bar{x} = 3.85$) and write down what happened in their daily life in English (item 6, $\bar{x} = 3.85$). In addition to writing dialogue journal outside classroom (item 3, $\bar{x} = 3.78$), they were willing to practice their English writing (item 1, $\bar{x} = 3.74$)

6. Summary and Discussions

This present study aimed to examine the attitudes of low proficiency students toward writing in English, the implementation of dialogue journals and their willingness to write after the use of dialogue journals. The main findings based on the three research questions can be summarized as follows.

1. The results revealed that the participants' attitudes toward English writing were positive before the treatment. Their attitudes increased significantly after the implementation of dialogue journals because they were able to express their ideas and they enjoyed this activity. They also preferred to write in English about what happened in their daily life in English as well as preferred the class that does a lot of writing. This may result from the fact that dialogue journal is a free writing that does not mainly focus on grammatical correction, and it is a kind of anxiety-free activity. The present study also revealed that even if their writing would not be graded, the participants preferred to write in English. The finding supports those of Liao and Wong (2010) and Mansor, Shafie, Maesin, Nayan and Osman (2011) as well as the study of Holguin, Culderon, and Novoa (2013) which confirmed a similar result that using dialogue journal enable EFL learners to express their feelings, ideas, thoughts, and opinions. The present study also reviewed the grammatical aspects every three-week period in order to avoid the interruption of learning process of dialogue journal writing and lessen the participants' worry about grammatical accuracy in writing.

2. The results showed the participants' positive attitudes toward the use of dialogue journals. The participants like dialogue journals because they were given freedom to write and they enjoyed when someone read and responded to their writing. Since dialogue journal is a channel of reciprocal communication between peers, their exchanges are perceived as genuine conversation. Additionally, dialogue journals support Vigotsky's (1978) notion on Zone of Proximal Development (ZPD) that learning accelerates through collaboration and assistance. As a result, dialogue journals enrich an anxiety-free atmosphere in English EFL writing classes and the participants found writing and peer feedback less apprehensive. This supports those previous studies by Kulpasit and Chiramanee (2012) as well as Puengpipattrakul (2009) which indicated that the participants recognized the significance of journal

writing with peer feedback. This can be endorsed to the value of teaching and using peer-to-peer dialogue journals in the writing classroom.

3. The result indicated that after the use of dialogue journal writing, the participants were willing to write in English. Interestingly, they were willing to share, to read, and to respond to the peer's writing even though their writing was not grammatically correct. This implies that the participants felt more comfortable in writing after the practice of dialogue journal writing as it has a focus content rather than grammatical accuracy. This result is in line with the study of Liao and Wong (2010) showing that learners are willing to take risk to write as it is a non-threatening free topic writing. The participants were willing to take notes and write down in English and to write outside classroom. Mansor, et al (2011) also asserted that dialogue journals could create desire for learners to practice writing and to learn their language outside classroom.

In conclusion, the result of this study shows that dialogue journals can be applied to low proficiency students that they had positive attitudes on writing in English and the use of dialogue journals, as well as they exhibited their willingness to write in English. Dialogue journals have also been proved to be a non-threatening and free writing activity that does not focus on grammatical correctness. The use of dialogue journals helped improve students' attitudes toward writing in English and their willingness to write. Therefore, dialogue journal writing can be used as a tool to develop English writing of poor students in ESL/EFL writing classes.

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